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Минский государственный лингвистический университет

**АНГЛИЙСКИЙ ЯЗЫК СРЕДСТВ
МАССОВОЙ ИНФОРМАЦИИ**

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Практикум для самостоятельной работы студентов 4 курса,
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«Современные иностранные языки (преподавание)»

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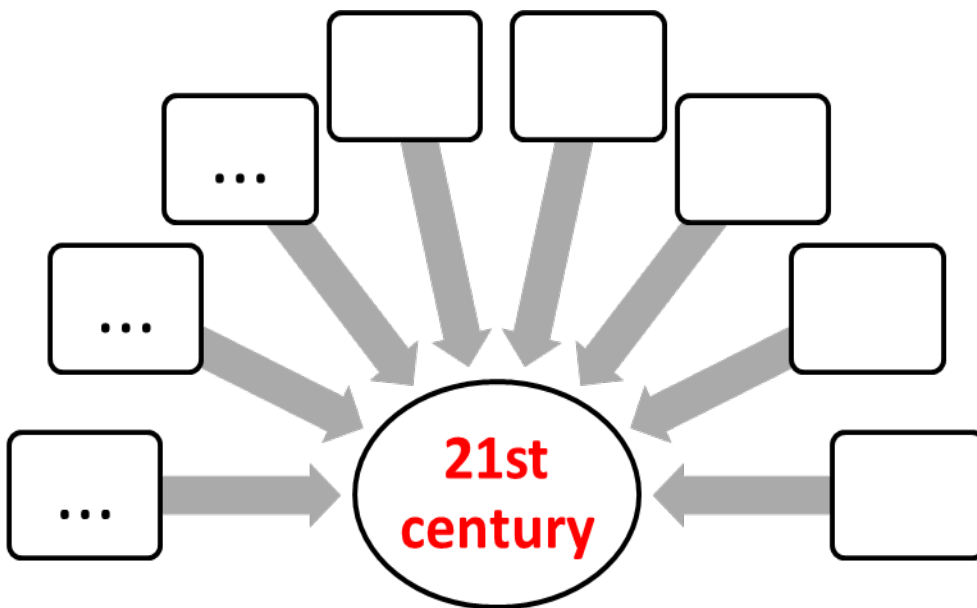
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UNIT 1

IS THE WORLD GETTING BETTER OR WORSE?

I. ANTICIPATING THE ISSUE

Ex. 1. Make a list of associations that come to your mind when you think of the 21st century. Are they mostly positive / negative / neutral? Why?



Ex. 2. Below you will see a list of some problems that people face currently all over the world. Rank them starting from less serious to most serious and urgent.

- Shootings
- Inequality
- Pollution
- Dictatorship
- War
- Terrorism
- Drugs
- Sexual harassment
- The spread of WMD*
- Poverty
- Famine
- Natural disasters
- Oppressions
- Climate change
- Slavery
- Social segregation

Ex. 3. Do you think our world is getting better or worse? What makes you think so?

*Weapon of mass destruction (chemical, nuclear etc.).

II. BACKGROUND READING

Ex. 4. Read the text and pick up positive and negative issues that are characteristic to the 21st century.

In contemporary history, the 21st century essentially began in 1991 with the United States as the sole superpower in the absence of the Soviet Union, while China began its rise and the BRICS countries aimed to create more balance in the global political and economic spectrum.

The first years of the 21st century have been marked by the rise of a global economy and Third World consumerism, mistrust in government, deepening global concern over terrorism and an increase in the power of private enterprise. The Arab Spring of the early 2010s led to mixed outcomes in the Arab world.

The Digital Revolution which began around the 1980s also continues into the present. Millennials and Generation Z come of age and rise to prominence in this century. The Internet (created in 1969) and World Wide Web (created in 1991) continue to rise in popularity and social media emerges in the early 21st century as a popular social communication. While digital telecommunications technology became widely used by most of the world, concerns about stress from the overuse of mobile phones, the Internet, and related technologies remain controversial.

Advances in telecommunications and transportation, the expansion of capitalism and democracy, and free trade agreements have resulted in unprecedented global economic and cultural integration. This has caused (and is continuing to cause) economic and cultural shifts which have been the subject of considerable controversy.

AIDS which emerged in the 1980s continued to spread yet more treatment of AIDS made the disease less of a deadly threat to those with access to treatment. A cure was still not found in the 2000s despite expectations.

Same-sex marriage has slowly become more accepted, and has become legal in some countries. In 2001 the Netherlands became the first nation in the world to legalize this type of marriage.

Climate scientists have reached a consensus that the earth is undergoing significant anthropogenic (human-induced) global warming. The resulting economic and ecological costs are hard to predict.

Active conflicts continue around the world, including civil wars in the Democratic Republic of the Congo (the largest war since World War II), Chechnya, Côte d'Ivoire, Somalia, Senegal, Colombia, Sudan, Libya, and Syria. The 9/11 terrorist attacks triggered invasions of Afghanistan and Iraq. The War on Terrorism has seen controversies over civil liberties, accusations of torture, continued terrorist attacks and ongoing instability, violence, and military occupation. Violence continues in the Arab-Israeli conflict. Considerable concern remains about nuclear proliferation, especially in Iran and North Korea, and the availability of weapons of mass destruction to rogue groups.

https://en.wikipedia.org/wiki/21st_century

Ex. 5. Match the notions that were mentioned in the text above with their definitions.

1) consumerism	a) a state with a dominant position, which is characterized by its extensive ability to exert influence on a global scale.
2) millennials	b) personal guarantees and freedoms that the government cannot abridge, by law or by judicial interpretation, without due process.
3) superpower	c) the spread of nuclear weapons, fissionable material, and weapons-applicable nuclear technology and information to nations not recognized as “Nuclear Weapon States”.
4) BRICS	d) a social and economic order that encourages the acquisition of goods and services in ever-increasing amounts.
5) social media	e) major emerging national economies (Brazil, Russia, India, China and South Africa).
6) civil liberties	f) an online platform which people use to build social networks or relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections.
7) nuclear proliferation	g) the generation that has been marked by an increased use and familiarity with communications, media, and digital technologies.

To check your answers, go to Answer Keys page: Unit 1.

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 6. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box	
1) life expectancy	7) morose (adj)
2) sustenance	8) to plunge
3) universal literacy	9) glum (adj)
4) interlude	10) gargantuan (adj)
5) betterment	11) trepidation
6) quintessential (adj)	12) to subsist

Ex. 7. Watch the video “[Is the world getting better or worse?](#)” and summarize what Steven Pinker thinks about the changes in the modern world.

Ex. 8. Watch the video again and complete the sentences with a word from the Vocabulary box above. Change the form of the word, if necessary.

- Most people watch the news with _____ and dread.
- _____ is one of the keys aspects of human well-being.

3. There's no limit to the _____ we can attain if we continue to apply knowledge to enhance human flourishing.
4. 200 years ago, 90 percent of the world's population _____ in extreme poverty.
5. For most of human history, the powerful states and empires were pretty much always at war with each other, and peace was a mere _____ between wars.
6. Homicide rates _____ whenever anarchy and the code of vendetta are replaced by the rule of law.
7. We are 97 percent less likely to be killed by the _____ act of God – a bolt of lightning.
8. The “New York Times” has become increasingly _____ and the world's broadcasts too have gotten steadily _____.
9. Europe and the United States achieved _____ by the middle of the 20th century, and the rest of the world is catching up.
10. The unsolved problems facing the world today are _____, including the risks of climate change and nuclear war, but we must see them as problems to be solved, not apocalypses in waiting.
11. For most of human history, _____ at birth was around 30.

*To check your answers, go to Answer Keys page: **Unit 1.***

Ex. 9. Match the words with the opposite meaning.

1) abundance	a) coldheartedness
2) freedom	b) myth
3) happiness	c) stupidness
4) knowledge	d) want
5) ingenuity	e) regression
6) jeopardy	f) ignorance
7) commiseration	g) safety
8) prosperity	h) suffering
9) reality	i) coercion
10) progress	j) poverty

*To check your answers, go to Answer Keys page: **Unit 1.***

Ex. 10. Complete the table with the statistics from the video.

< 15 hours a week	1.2 per hundred	< 40 hours a week
> 60 hours a week	> 90 %	70
30	60 hours a week	90 %
22 per hundred	< 10%	< 10

	Earlier	Now
<i>Life expectancy at birth</i>		
<i>Poverty rate</i>		
<i>Rate of war</i>		
<i>Literacy rate</i>		
<i>Housework time</i>		
<i>Working hours</i>		

To check your answers, go to Answer Keys page: **Unit 1.**

Ex. 11. Mark the sentences as True or False. Correct the False sentences.

1. Today, famine has been banished to the most remote and war-ravaged regions.
2. Despite all the modern conveniences the amount of our lives that we forfeit to housework has fallen insignificantly.
3. More recently, wars of all kinds have become fewer but considerably deadlier.
4. Happiness hasn't increased in spite of all the gains in health, wealth, safety, knowledge and leisure.
5. Human progress is a matter of one's faith, it is by no means scientifically based.
6. Some people remain indifferent to the obvious indications of progress including saving the lives of billions, eradicating diseases, feeding the hungry and teaching kids to read.
7. Human progress is inevitable.
8. Our cognitive psychology and the specific way of estimating risks are the key factors in people's reluctance to appreciate progress.

Ex. 12. Answer the following questions.

1. What aspects of human well-being does Steven Pinker analyze? How have they changed with the time?
2. What disasters does Steven call acts of God?
3. How are all the positive changes that have happened recently been covered in the news? Why do the headlines concentrate on negative events rather than on positive ones?
4. How do you understand the words of Franklin Pierce Adams: "Nothing is more responsible for the good old days than a bad memory"? Do you agree with the saying? Why?
5. Why don't people appreciate progress?
6. What human resources endower people to attain progress and tackle most difficult issues?
7. What can we do to enhance human flourishing?

IV. MODELLING OPINION

Ex. 13. According to the lecture, in 86 percent of the world's countries, happiness has increased in recent decades. What do you think are the happiest and least happy countries in the world?

Study the diagram of the happiness rate. Did you guess any countries? What factors do you think influence the happiness rate of this or that country?

THE WORLD'S HAPPIEST AND LEAST HAPPY - COUNTRIES, 2018



HAPPIEST COUNTRIES

1. Finland
2. Norway
3. Denmark
4. Iceland
5. Switzerland
6. Netherlands
7. Canada
8. New Zealand
9. Sweden
10. Australia

LEAST HAPPY COUNTRIES

147. Malawi
148. Haiti
149. Liberia
150. Syria
151. Rwanda
152. Yemen
153. Tanzania
154. South Sudan
155. Central African Republic
156. Burundi

<https://ceoworld.biz/2018/03/16/united-states-is-worlds-18th-happiest-country/>

Ex. 14 In his lecture Steven Pinker mentions 2 projects fighting climate changes (Deep Decarbonization and Global Zero). Google additional information about them and complete the table.

Name of the project	Purpose	Countries involved	Solutions offered	Results
<i>Deep Decarbonization</i>				
<i>Global Zero</i>				

Do you think the solutions they offer are tangible? What other projects aimed at solving ecological problems do you know? What ecological problem threatens humanity the most? What can we do to solve it?

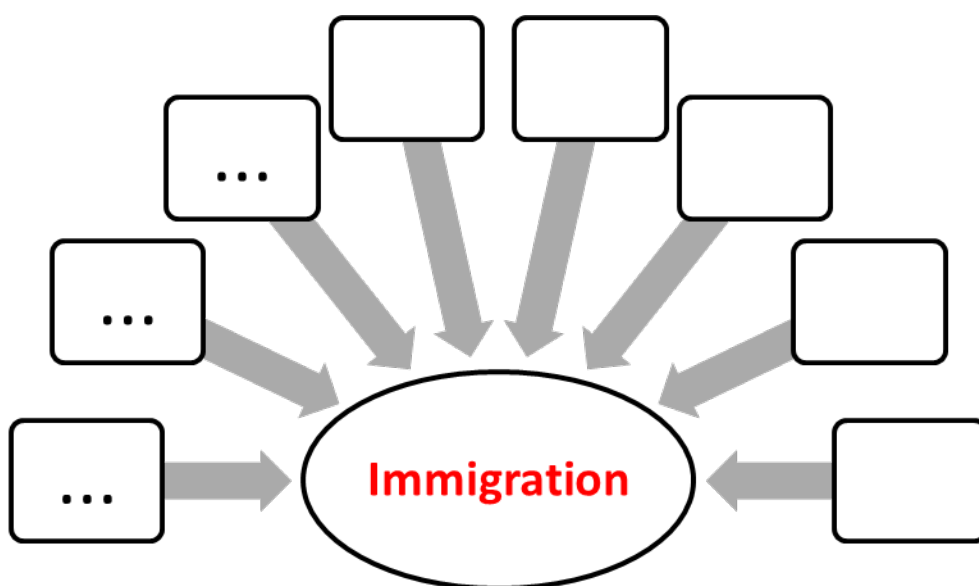
Ex. 15. Write a short essay on the topic “Human progress: a matter of faith and optimism or a fact of human history?”

UNIT 2

MULTICULTURAL SOCIETIES

I. ANTICIPATING THE ISSUE

Ex. 1. Make a list of associations that come to your mind when you hear the word *immigration*? Are they mostly positive / negative / neutral? Why? In your opinion, does the process of immigration benefit the host country or create controversies?



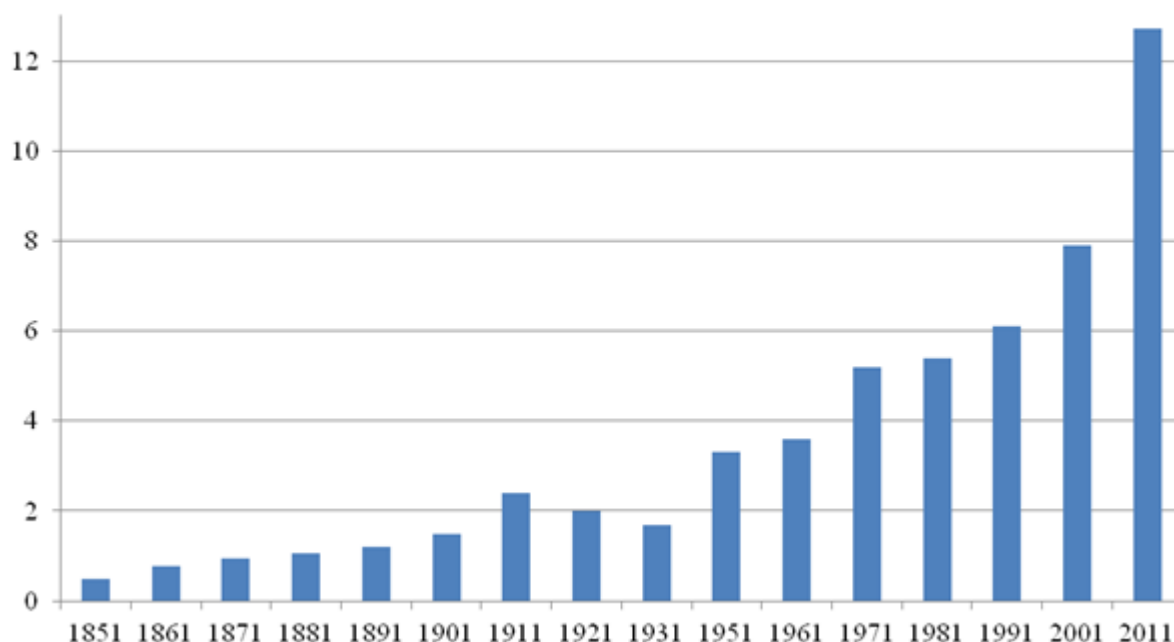
Ex. 2. Analyze the definition of *immigration*. Specify the difference between *regular* and *irregular immigrant*, *refugee* and *asylum seeker* (For detailed information go to <https://fullfact.org/immigration/uk-refugees/>).

Immigration is the international movement of people into a destination country of which they are not natives or where they do not possess citizenship in order to settle or reside there, especially as permanent residents or naturalized citizens, or to take up employment as a migrant worker or temporarily as a foreign worker.

<https://en.wikipedia.org/wiki/Immigration>

Ex. 3. Look at the bar chart below and comment on the patterns of increase of the *foreign-born population* of England and Wales. Think about the reasons for the population growth.

**Percentage the population of England and Wales that was
foreign born, 1851-2011**



<https://www.migrationwatchuk.org/briefing-paper/48>

II. BACKGROUND READING

Ex. 4. Make sure you know the definition of the following terms. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary.

- | | |
|---|---|
| <ul style="list-style-type: none"> 1) <i>guest workers scheme</i> 2) <i>British Nationality Act of 1948</i> 3) <i>The Empire Windrush</i> 4) <i>Immigration Act of 1971</i> 5) <i>EU free movement (of labour)</i> | <ul style="list-style-type: none"> 6) <i>total net migration</i> 7) <i>foreign born population</i> 8) <i>expansion of the European Union</i> 9) <i>Brexit</i> |
|---|---|

Ex. 5. Read the following text and see if your guesses in Exercise 3 were correct.

UK IMMIGRATION TRENDS SINCE WORLD WAR II

A labour shortage after WW2 sparks mass immigration that would transform the make-up of Britain. After the Second World War, the pace of immigration increased considerably, but this did not have a marked effect on the size of the **foreign born population** between the 1951 and 1961 census, with the number only increasing by about 225,000. For example, thousands of Poles, many of whom had fought for Britain in the Second World War, were offered British citizenship in 1947. The 1951 census recorded 162,339 Poles living in Britain. Britain also introduced a **guest workers scheme** after the war that enabled quite large numbers of other Eastern Europeans to come to Britain.

The Government, seeking workers from the Commonwealth, introduced the **British Nationality Act of 1948**, which granted subjects of the British Empire the right to live and work in the UK. Answering Britain's desperate labour shortage after the war, nearly 500 men arrive on **The Empire Windrush** from Jamaica in 1948. This marks the symbolic start of mass immigration not from Europe, but from the Commonwealth. From 1962, tighter restrictions were put in place (finally resulting in *Immigration Act of 1971*), but migrants from the Commonwealth continued to come in quite large numbers. By 1971 the immigrant population numbers over three million, including 171,000 who identify themselves as Jamaican origin, 313,000 from India and 676,000 from Ireland. People of Indian origin become the largest immigrant group in the 2011 census.

In 1973 the UK joined the European Union, so beginning the period when citizens of other member states could come to the UK to work. Over time, **free movement** was extended to cover the self-employed, job seekers, students and the self-sufficient.

Between 1964 and 1997, **total net migration** was low. For example, in 1964 it was negative, in part because of quite large net emigration of British citizens. Across the whole period it averaged just 17,000 a year. In the almost 25 years from 1975 (when net migration was first recorded by citizenship) to 1997 migration from the EU was initially low, averaging just 7,000 a year.

In the late 1990s the pace and scale of migration increased to a level without historical precedent. Indeed, between 2001 and 2011 the foreign born population increased dramatically from 4,6 million to 7,5 million. Part of the reason for this huge upturn in migration is that, under the Labour Government of 1997 – 2010, immigration controls were relaxed. Over that period, net foreign migration was 3,6 million. Policies such as expanding work migration and opening up the country to East European migration following the **expansion of the European Union** in 2004 caused immigration to reach record levels. The massive increase in the level of migration after 1997 is totally unprecedented in the country's history, dwarfing the scale of anything that went before.

Ahead of the 2010 general election the Conservatives campaigned on a pledge to reduce net migration to the tens of thousands. A Conservative-Liberal Democrat coalition was formed and during David Cameron's period in office the system of non-EU migration underwent significant reform in an attempt to reduce its level. However, migration from the EU continued beyond the control of government. Concern about the level of immigration (amongst other things) led David Cameron to go to the EU in search of reform, after which he had promised a referendum on Britain's membership of the bloc. His attempts achieved only minor amendments to free movement which were put to the country in a referendum. In June 2016 the country voted to leave the EU.

The government is currently negotiating **Britain's exit** from the EU but proposes a new relationship with Britain outside of the Single Market. This would mean that free movement of people would come to an end when we leave the EU, giving the government control over European migration for the first time in over 40 years.

<https://www.migrationwatchuk.org/briefing-paper/48> ; <https://www.bbc.com/timelines/zxm6pv4>

Ex. 6. List major immigration trends mentioned in the text that have had significant influence on the growth of foreign-born population of the UK.

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 7. Study the following words and notions. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary.

Vocabulary box	
1) NHS	13) live off the state
2) Migration watch	14) indigenous language
3) asylum seeker	15) waiting list
4) refugee	16) put someone on the fast track
5) immigration conundrum	17) satisfy the necessary criteria
6) apply for a council house	18) work ethos
7) be a drain on the nation's resources	19) perpetuate poverty
8) communicable disease	20) skive off school
9) invisible immigrant	21) live below the poverty line
10) recruit from overseas	22) benefit the economy
11) tackle a problem	23) income support
12) live on welfare	24) incapacity benefit

Ex. 8. Provide synonyms, using the words from Vocabulary box.

- | | |
|--------------------------------------|-----------------------------------|
| 1) infectious disease | 6) skip school |
| 2) to preserve forever | 7) be very poor |
| 3) to deal with a difficult problem | 8) fulfill the necessary criteria |
| 4) live on the dole | 9) hire from abroad |
| 5) be a burden on national resources | 10) contribute (to the economy) |

*To check your answers, go to Answer Keys page: **Unit 2.***

Ex. 9. Form nationality adjectives.

Zimbabwe; Somalia; Poland; Bengal; Pakistan; Portugal; India; Philippines; Nigeria; Bangladesh.

*To check your answers, go to Answer Keys page: **Unit 2.***

Ex. 10. Watch the video "[Immigrants: the Inconvenient Truth](#)" in three parts and mark the statements as True or False. Correct the false statements.

Part A

1. About a third of the UK's immigration population lives in London.
2. Bangladeshis have been particularly successful in their application for asylum.
3. Housing is at the very top of the political agenda in Dagenham – anyone with the UK citizenship or refugee status can apply for a house after living in the area for 6 months.

4. More than half of the UK-citizens born in Zimbabwe work in public services.
5. If the UK doesn't recruit nurses from overseas, in ten years the country's health care system is going to face a crisis.
6. About 70% of all TB and HIV cases diagnosed in 2005 were in immigrants who were born in the UK.
7. The top highest earners in Britain come from 4 groups: the USA, Western Europe, New Zealand, and South Africa.

Part B

1. In 2004 the UK opened its borders to 8 new European countries and more than one million people came flooding in.
2. Boston (UK) has a mainly industrial economy.
3. Now most of the workers picking and planting vegetables in the area come from Eastern Europe.
4. On average Poles spend 3 years longer in full-time education than people born in the UK.
5. Lack of funding is one of the most acute problems for schools teaching children of different nationalities.
6. Teachers have noticed that the Western European children have a very good work ethos.

Part C

1. People born in Bangladesh represent the 4th largest immigrant group in the UK.
2. Half of the Pakistan-born people are not working and are not looking for a job.
3. Clinging to traditions such as marrying cousins from Pakistan helps to escape poverty.
4. Leicester is home to one of the biggest Indian communities, many of whom came to Britain in 1990s.
5. Indians represent the country's biggest immigration group – about 4 % of the population.
6. Indians contribute more and take less than the average individual born in this country.

*To check your answers, go to Answer Keys page: **Unit 2.***

Ex. 11. Answer the following questions using the information from the video.

Part A

1. Why are asylum-seekers the most controversial group of immigrants?
2. What is the economic situation of Somali immigrants? For every 10 Somalis 7 do not have a job and are not looking for work – why?
3. Why is housing at the top of the political agenda in some regions of the UK?
4. Why are some of the UK-born people not satisfied with the solution of the housing problem in their area? How do immigrants feel about it?
5. What role do immigrants play in the sphere of healthcare and public services?

6. Why does the UK need to recruit nurses from overseas?
7. What are the key reasons for the success of Nigerians in the UK?
8. Who are the so-called “invisible immigrants”?

Part B

1. Why are employers willing to hire immigrants belonging to certain groups?
2. According to the Portuguese man, why do employers prefer Poles to Portuguese?
3. Which group of immigrants tends to be the worst performers in English schools?
4. Why is it difficult for teachers to work in schools where 50 % of children are those of immigrants?

Part C

1. What kind of business is usually run by Pakistan-born people?
2. What is the model of a typical Pakistani household? How does it influence their economic situation?
3. How do employers treat Pakistani / Bangladeshi immigrants?
4. Bengali and Muslim-Pakistani groups are more subject to poverty than Indians. Why?
5. How do Indians view education?

Ex. 12. While watching the video match these parts to make phrases, write out sentences with them and explain their meaning.

1) to benefit	a) scarce social housing
2) to share	b) the waiting list
3) to compete (qualify) for	c) the necessary criteria
4) to become a controversial	d) income support
5) to recruit nurses	e) communal kitchen
6) to speak	f) British economy
7) to receive incapacity	g) school
8) to put smn	h) issue
9) to claim	i) on the fast track
10) communicable	j) on the scrapheap
11) to face a lifetime	k) conundrum
12) to skive off	l) from overseas
13) immigration	m) disease
14) to go down	n) an indigenous language
15) to apply	o) benefit
16) to satisfy	p) for a council house

*To check your answers, go to Answer Keys page: **Unit 2.***

Ex. 13. Watch the video again if necessary and complete the socio-economic profiles of the following ethnic groups in the UK.

Group of immigrants in the UK	Economic situation	Reasons for economic success/failure	Typical jobs
<i>Somalis</i>			
<i>Nigerians</i>			
<i>Americans, Canadians, Australians, South Africans</i>			
<i>Poles (Eastern European immigrants)</i>			
<i>Pakistanis / Bangladeshis</i>			
<i>Indians</i>			

IV. MODELLING OPINION

Ex. 14. Consider the information you have got from the video and argue whether immigrants are mostly a gain or a drain on a national economy. Put forth at least 5 arguments for and against.

Ex. 15. Which of the problems covered in the video are the most controversial and should be tackled first to prevent the growing discontent among the native-born population?

Ex. 16. Decide whether you agree with the following quotes or not. Explain your position.

1. “You only have to look at London, where almost half of all primary school children speak English as a second language, to see the challenges we now face as a country. This isn’t fair to anyone: how can people build relationships with their neighbours if they can’t even speak the same language?” *Theresa May*

2. “Being subjected to Islamophobic abuse makes integration less likely and amplifies the views of the extremists rather than the mainstream. It’s divisive and dangerous and puts British lives at risk”. *Sadiq Khan, Mayor of London*
3. “It is time we recognized the huge contribution that migration has made to the economic growth of this country.” *Jeremy Corbyn*
4. “The deal with multiculturalism is that the only culture you’re allowed to disapprove of is your own.” *Martin Amis*

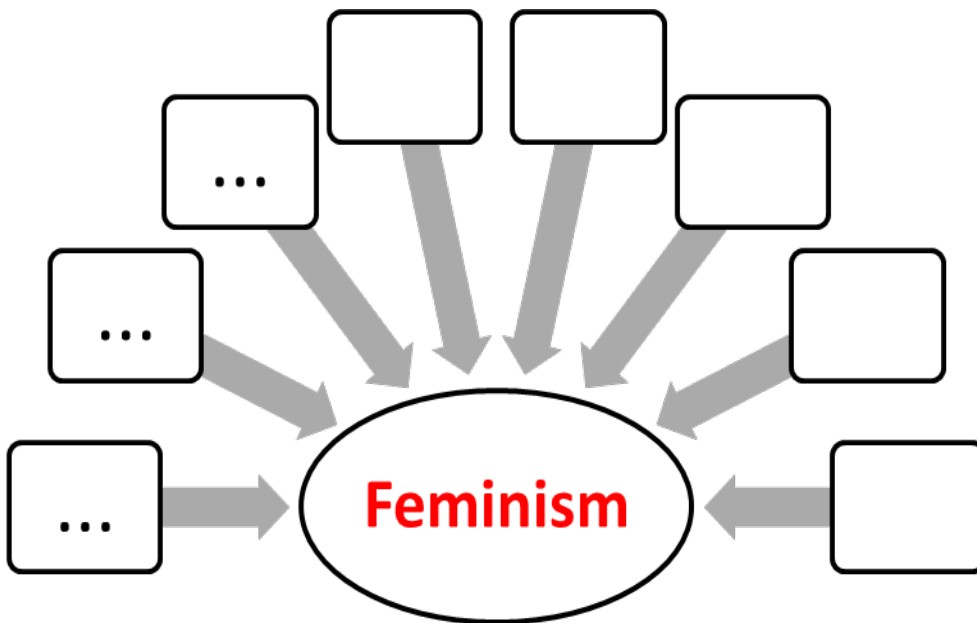
Ex. 17. Work on problem-solving. What should national governments do to boost integration of vulnerable ethnic / religious groups into the host society? Write a short essay (500 words) summarizing your ideas.

UNIT 3

FEMINISM

I. ANTICIPATING THE ISSUE

Ex. 1. Make a list of associations that come to your mind when you hear the word *feminism*. Are they mostly positive / negative / neutral? Why?



Ex. 2. Below you will see a list of some adjectives characterizing people. Name the ones that are usually associated with 1) men, 2) women, 3) both.

- aggressive
- strong
- sensitive
- smart
- submissive
- humane
- loving
- caring
- bossy
- emotional
- vulnerable

Ex. 3. What's the difference between *female* and *feminine*? Consult the Recommended dictionaries if it's difficult to answer.

Ex. 4. What is feminism? How would you define it? Can you explain the cornerstone of feminism?

II. BACKGROUND READING

Ex. 5. Read the text and compare your answers in Task 3 with the author's opinion.

WHAT IS FEMINISM, AND WHY DO SO MANY WOMEN AND MEN HATE IT?

In exploring the latest data from around the world on gender equality, and if we read any news at all or engage in social media activity, the following is abundantly clear – there is tremendous dissent and vehement disagreement today among people around the world about the status and importance of equality.

I've seen this:

- There are millions of people who both inwardly and outwardly do not support the idea that there should be equal rights and equal opportunities for men and women.

- There are thousands of people who feel we've already arrived at equality for men and women.

- There are also thousands of people who believe we're not at all there yet and support continuing efforts to pave the way for equal rights for men and women.

- There are thousands who believe in equal rights but find "feminism" a word and a movement that doesn't align with their personal beliefs or values.

- It's abundantly clear that our specific views on these issues are rooted deeply in our own personal and direct experiences, rather than on any data, research or science surrounding the issues. (In other words, if we've personally faced discrimination, we know beyond doubt that it exists. But if we haven't faced it ourselves, we often doubt that it happens.)

- Finally, both conscious and unconscious gender bias is rampant within us, but most of us aren't aware of it.

So, what would be helpful in this dialogue, or in this situation we find ourselves in today where there is a great divide among men and women, and among the people of our country who see things dramatically differently from each other?

First, let's understand what feminism is meant to be.

If you look up the definition of "Feminism" in the dictionary, you'll see these statements:

Feminism is:

1. The advocacy of women's rights on the basis of the equality of the sexes.
2. The theory of the political, economic, and social equality of the sexes.
3. The belief that men and women should have equal rights and opportunities.

4. The doctrine advocating social, political, and all other rights of women equal to those of men.

Feminism at its core is about equality of men and women, not “sameness.” So many people offer up the argument that women are not the “same” as men so there can’t be equality. In other words, because their bodies are different (many say “weaker” and smaller), and because men and women have different physical capabilities, these physical differences mean equality is not possible.

It’s critical to understand that “same” does not mean “equal.” The issue here is about equal rights and equal access to opportunities. Men and women don’t have to be the “same” in physicality to have the right to equality. I’d love to see that argument (that women and men aren’t the “same” so they can’t be equal) disappear forever. From my view, it’s a misguided one.

<https://www.forbes.com/sites/kathycaprino/2017/03/08/what-is-feminism-and-why-do-so-many-women-and-men-hate-it/#68166d87e8e6>

Ex. 6. As you’ve read the text, consider the following: What is the difference between “sameness” of genders and equality of genders?

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 7. Make sure you understand the meaning and can define the following notions. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary.

Vocabulary box	
1) a prejudice	5) inadvertent (adj)
2) a counterpart	6) to eclipse
3) to take up the mantle	7) tangible (adj)
4) muscly (adj)	8) an assumption

Ex. 8. Do you think feminism is popular within the British society? Watch [Emma Watson’s speech](#) on feminism and see what she thinks about it.

Ex. 9. Watch the video again and complete the sentences with a word from the list above. Change the form of the word, if necessary.

- I want men _____ so that their daughters, sisters, and mothers can be free from _____, but also so that their sons have permission to be vulnerable and human too.
- I started questioning gender-based _____ a long time ago.
- We want to try and make sure that this campaign is _____.
- I am from Britain, and I think it is right I am paid the same as my male _____.
- They may not know it, but they are the _____ feminists that are changing the world today.

6. When at 15, my girlfriends started dropping out of sports teams because they didn't want to appear _____.
7. In fact, in the UK, suicide is the biggest killer of men between 20 to 49, _____ road accidents, cancer and coronary heart disease.

*To check your answers, go to Answer Keys page: **Unit 3.***

Ex. 10. Match the words to make up word collocations that were used in the video speech.

1) to launch	a) for change
2) to achieve	b) by gender stereotypes
3) to be imprisoned	c) gender inequality
4) to be advocates	d) out of sports
5) to end	e) the same rights
6) to drop	f) a campaign
7) to be afforded	g) gender equality

*To check your answers, go to Answer Keys page: **Unit 3.***

Ex. 11. Mark the sentences as True or False. Correct the False sentences.

1. The HeForShe campaign strives to raise awareness about gender issues throughout the world.
2. Through her life Emma Watson has been generally afforded the same respect as men.
3. Britain is one of very few countries where all women can now expect to see the same rights as men.
4. More and more women tend to identify as feminists.
5. Gender equality is predominately a female issue.
6. Feminism focuses mainly on social equality of the sexes.
7. Emma started questioning gender-based assumptions when she was appointed as Goodwill Ambassador for UN Women six months before.
8. A strong idea of what constitutes male success in British has some definite negative outcomes.
9. Freedom from false male stereotypes will naturally lead to freedom from destructive female stereotypes.

*To check your answers, go to Answer Keys page: **Unit 3.***

Ex. 12. Answer the following questions using information from the video.

1. What is the key idea of the HeForShe campaign?
2. How has the attitude towards feminism changed?
3. What gender equality ambassadors influenced Emma's attitude to feminism?
4. Give examples of how men can be imprisoned by gender stereotypes?

5. Why is fighting for women’s rights more and more often associated with man-hating?
6. How do you understand the following statement: If men don’t have to be aggressive in order to be accepted, women won’t feel compelled to be submissive? Do you agree with it? Why?

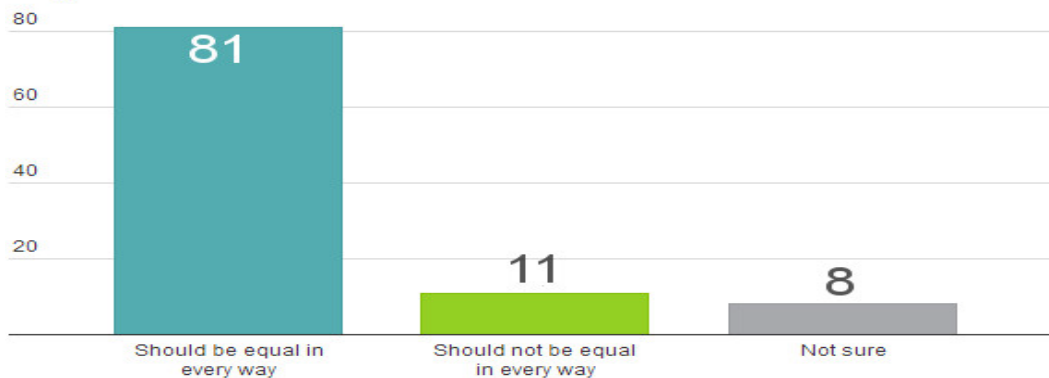
IV. MODELLING OPINION

Ex. 13. Consider the information you’ve got from the video and enlist all the positive sides of gender equality. Are there any possible *negative* sides of gender equality? What are they?

Ex. 14. Below you can see 2 charts illustrating the answers of British respondents to 2 questions regarding feminism. Comment on the data presented by the charts. Does anything surprise you in the statistics? How would you answer the same 2 questions?

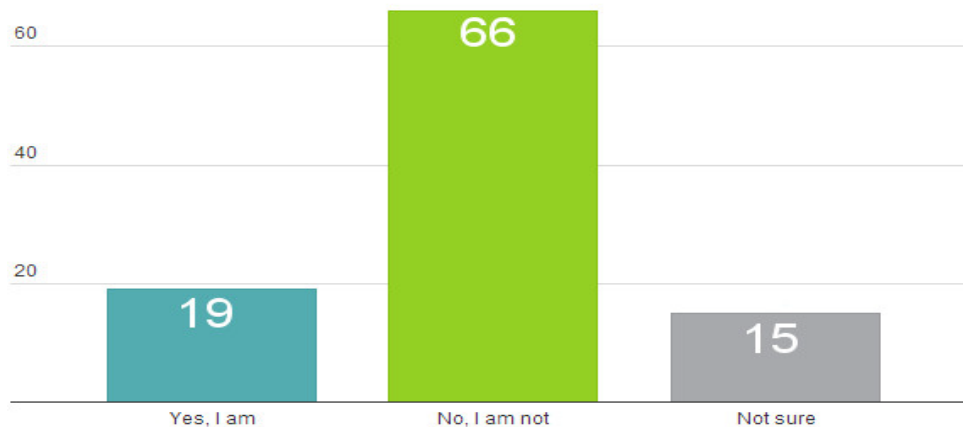
Question 1

Do you think men and women should or should not have equal rights and status in society, and be treated equally in every way? %



Question 2

Are you a feminist? %



<https://yougov.co.uk/topics/lifestyle/articles-reports/2013/10/05/treat-women-equally-dont-call-it-feminism>

Ex. 15. Work on problem-solving. What should national governments do to boost equal rights and equal access to all opportunities?

Ex. 16. Decide whether you agree with the following quotes or not. Explain your position.

1. “Feminism isn’t about making women strong. Women are already strong. It’s about changing the way the world perceives that strength.” *G. D. Anderson*
2. “Feminism is the radical notion that women are human beings.” *Ch. Kramarae*
3. “The problem with gender is it prescribes how we should be rather than recognizing who we are.” *Ch. Adichie*
4. “Human rights are women’s rights and women’s rights are human rights, once and for all.” *H. Clinton*
5. “It is time that we all see gender as a spectrum instead of two sets of opposing ideals.” *E. Watson*

Ex. 17. Write a short essay (150 words) on the topic “Gender equality: is it a path to a more true and complete version of ourselves?”

UNIT 4

RELIGION IN THE MODERN WORLD

I. ANTICIPATING THE ISSUE

Ex. 1. What comes to your mind when you hear the word *religion*? Is religion an integral part of your everyday life? Substantiate your opinion.

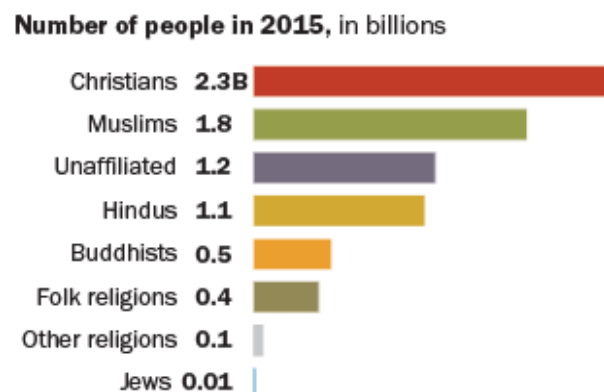
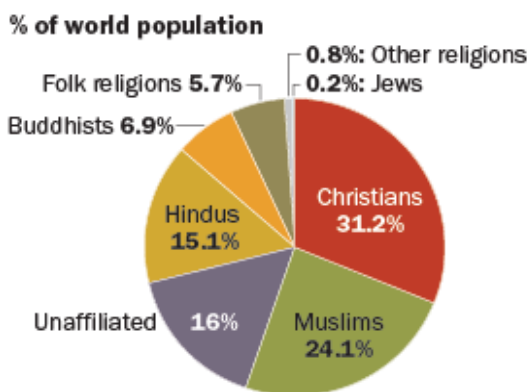
Ex. 2. Is the term *religion* easy to define? Why? Analyze one of the definitions of *religion* paying attention to italicized words. Make sure you understand their meaning (consult **RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS**, if necessary). Which conditions must be satisfied for a belief to become a religion?

Religions are shared collections of *transcendental beliefs* that have been passed on from *believers* to *converts*, that are held by *adherents* to be actively meaningful and serious and either based on (1) formally documented doctrine (*organized religion*) or (2) established cultural practices (*folk religion*). In both forms, there are *religious professionals* who embody formal aspects of the religion and who act in positions of leadership and governance, and there are certain *rituals* reserved for them to carry out. The beliefs generate practical implications for how life should be lived.

http://www.humanreligions.info/what_is_religion.html

Ex. 3. Look at the pie- and bar-charts representing major world religions. Which religions are the largest in terms of the numbers of adherents?

Christians are the largest religious group in 2015



<http://www.pewresearch.org/fact-tank/2017/04/05/christians-remain-worlds-largest-religious-group-but-they-are-declining-in-europe/>

Ex. 4. What do you call an adherent of these religions and trends? For example: Christianity – Christian

Islam –

Buddhism –

Orthodoxy –

Hinduism –

Protestantism –

Catholicism –

Judaism –

Atheism –

Anglicanism –

To check your answers, go to Answer Keys page: Unit 4.

II. BACKGROUND READING

Ex. 5. Read the article. Which of the author’s arguments do you share and which ones do you disagree with?

SHOULD RELIGION BE TAUGHT IN SCHOOLS?

We have all seen headlines of angry parents storming school board meetings protesting that their little Johnny was being illegally “exposed” to this or that religious belief and demanding separation of church and state. Today especially, when religious strife is on the rise and religious hatred is diligently fueled by a few, we would do well to learn much more about each other’s faiths.

Whether it was Christians opposing the teaching of Islam or the like, or atheists protesting *any* Christian references, the one element all such incidents have in common is *very strong* emotions. No one wants their children “indoctrinated” or “brainwashed” into some other religion or (in some cases) any religion at all.

Casting aside the hysteria associated with the subject, I think we can all agree that it would be wise to prohibit our children from being preached at, converted or “deprogrammed” in school. The Supreme Court certainly agreed, back in 1963, when it made a distinction between religious studies that are merely informative or educational and those that are devotional in nature. It obviously violates a student’s religious freedom to be forced to pray in a certain way or to pray at all.

But I think we can also agree that religion has been such a vital element in every culture to date that we simply can’t understand history without some understanding of the religious influences prevailing at different times. The past aside, we cannot even understand the world we live in the absence of some knowledge of the dynamics at work. Religion is a major cultural factor – arguably the most important one. Politics and diplomacy have not been the drivers of religion; the reverse is the case. Therefore, a well-educated person should know something about at least the basic concepts and beliefs of the world’s religions and the right to practice whichever one chooses, also known as religious freedom.

Knowledge brings understanding. Knowledge brings tolerance. Knowledge gives insight into the possible course of future events. Knowledge lessens unreasonable fears; the better we understand our fellow man, the less we fear him, the friendlier we feel toward him. Greater knowledge, not less, is the path to peace on Earth.

<https://www.standleague.org/blog/should-religion-be-taught-in-schools.html>

Ex. 6. Taking into account the data in the pie-chart (Task 3) and current multicultural tendencies, do you think religious education should be put on the school curriculum? Provide arguments to support your opinion.

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 7. Watch the video “[The five major world religions](#)” and reconstruct the chronology of emergence of the five world religions: Islam, Hinduism, Judaism, Buddhism, Christianity.

To check your answers, go to Answer Keys page: Unit 4.

Ex. 8. Associate the following words and phrases with a particular religion in the table below. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS if necessary. Watch the video again to check.

Baptism, a religion of the book, insight, steadfastness, the Holy Week, endure suffering, the Five Pillars, be reincarnated, a common table, Shiva, “one who surrenders”, Jibril, the holy city of Mecca, the chosen people, Prince Siddhartha, samsara, land of Canaan, the Eightfold Path, the rite of Communion, grow out of Judaism, the middle way, state of compassion, resurrection, faith of symbolism and deep meanings, heavenly father, Krishna, avatar of Vishnu, bar and bat mitzvah, Kingdom of God, Brahman, the words of Allah, moksha, the Ten Commandments, grow out of Hinduism, the Last supper, Shahada, Durga, the Quran. Zakat, The enlightened one, Salat, Ganesh, prophet Moses, Ramadan, Mary and Joseph, Hajj, the Talmud, prophet Muhammad, selfish craving, Sawm, angel Gabriel, the Promised Land, dharma, the Israelites, karma, crucifixion, Abraham and Sarah, Jerusalem, Tanakh, Passover.

Christianity	Islam	Hinduism	Judaism	Buddhism

Ex. 9. Watch the video once again if necessary and fill in the gaps with the words and expressions given in the frame.

Karma, samsara, escape the wheel, cause and effect, rebirth, dharma (2), moksha, avatar of Vishnu.

Hinduism: Krishna became known as an _____. He taught that all life follows karma, the law of _____, and our job is to do our duty, or _____, according to our place in society, without worrying how things turn out. When we die, we are reincarnated into a new body. If we followed our _____ and did our

proper duty in our past life, we get good _____ which sends our soul upward in the social scale. Our _____ into the next life is thus determined by what we do in this one. The wheel of rebirths is called _____. It's possible for a very holy person to lead a life with enough good karma to _____. This escape is called _____.

Symbolism, Tanakh, bar and bat mitzvah, a revolutionary concept, assume responsibility, the Book, deep meanings, the Talmud, Jerusalem.

Judaism is a faith in the one true God, _____ in the polytheistic world of that time. In the year 70 the Romans destroyed the (Jewish) temple in _____ and the religion transformed itself from a temple religion with sacrifices and priests to a religion of _____ a faith of _____, reverence, and _____ tied to the literature of its history. The many sacred scriptures make up the Hebrew bible, or _____, and hundreds of written discussions and interpretations are contained in _____. The importance of growing up is emphasized when young people reach the age of _____, ceremonies during which they _____ for their actions and celebrate the weaving of their own lives into the faith, history, and texts of the Jewish people.

Reduce the suffering, at the extremes, the enlightened one, selfish craving, meditating, eight-step plan, Siddhartha, middle way.

Buddhism began in India with a young prince named _____ born into a life of luxury. Investigating the sources of human suffering he realized that looking for answers _____ was a mistake. The _____ between luxury and poverty seemed wisest. And while _____ under a Bodhi tree, the rest of the answer came to him. All of life abounds with suffering. It's caused by _____ for one's own fulfillment at the expense of others. Following an _____ can teach us to reduce that craving, and thus _____. On that day, Siddhartha became the Buddha, _____.

Communion, forgiving, crucifixion, the living word of God, baptism, justice and mercy, heavenly father, Gabriel, resurrection, Last supper, Promised Land.

Christianity was born 2,000 years ago in Judaism's _____. The angel _____ was sent by the God of Abraham to ask Mary to become the mother of his son known to us as Jesus. When Jesus turned 30, he began his public career as _____. Less interested in religiousness than in _____, Jesus healed the sick in order to draw crowds and then taught them about his _____ – affectionate, _____, and attentive. He was soon arrested and executed by _____. Christians celebrate the birth of Jesus in December at Christmas, and his suffering, death, and _____ during Holy Week in the spring. The ceremony

of _____ symbolizes a washing away of sin and welcoming into the Christian community. In the rite of _____, Christians eat the bread and drink the wine blessed as the body and blood of Jesus, recalling Jesus's _____.

Hajj, Shahada, Allah, human corruption, the Five Pillars, Ramadan, Sawm, make a pilgrimage, Jibril, Zakat, one who surrenders, Salat.

Islam began 1400 years ago when Muhammad was visited by a divine messenger, the angel Gabriel, in Arabic, _____, delivering to him the words of _____, the one God of Abraham. The word Muslim means _____, meaning a person who submits to the will of God. A Muslim's five most important duties are called _____. _____: Muslims declare publicly, there is no other God but Allah, and Muhammad is his final prophet. _____, they pray five times a day facing Mecca. _____, every Muslim is required to give 2 or 3 % of their net worth to the poor. _____, they fast during daylight hours for the lunar month of _____ to strengthen their willpower and their reliance on God. And _____: once in a lifetime, every Muslim who is able must _____ to the holy city of Mecca. The words of God, revealed to the prophet over 23 years, are collected in the Quran. Muslims believe it to be the only holy book free of _____.

*To check your answers, go to Answer Keys page: **Unit 4.***

Ex. 10. Check how much you remember and mark the following statements as True or False. Correct the false ones.

1. Vishnu could be called the "founder" of Hinduism.
2. In Hinduism, rebirth into the next life is determined by what we do in this one.
3. The trinity of gods in Hinduism are Brahma, Moses, and Vishnu.
4. Judaism is a faith of symbolism and deep meanings tied to the literature of its history.
5. The bar or bat mitzvah is a coming-of-age ceremony in Judaism.
6. Buddha means God.
7. According to Buddhism, a person's suffering is caused by craving.
8. Krishna and Jesus are considered by "their" religions to be God in human form.
9. Judaism grew out of Christianity just as Hinduism grew out of Buddhism.
10. The ceremony of Communion means a washing away of sin and welcoming into the Christian community.
11. Christianity, Islam, and Judaism are the Abrahamic religions.
12. The Talmud is the Holiest Book of Islam.
13. In Islam, Muhammad is the final prophet of Allah's Word.
14. The principle religious duties in Islam are referred to as the Eightfold Path.

*To check your answers, go to Answer Keys page: **Unit 4.***

IV. MODELLING OPINION

Ex. 11. Choose one of the religions from the video, use additional resources to complete the table below. Be ready to speak about the chosen religion in class.

Religion / segments / number of adherents	<i>Christianity 2.2 bln (31.5 %):</i> <i>1. Roman Catholicism (1.2 bln);</i> <i>2. Eastern Orthodoxy (225–300 mln);</i> <i>3. Protestantism (800 mln).</i>
Founder / origins / God	
Major location	
Beliefs and practices; Foundational text	
Symbols / special wear; day of rest and worship;	
Place of worship; religious titles.	
Additional information; similarities with other religions	

Ex. 12. Decide whether you agree with the following quotes or not. Explain your position.

1. “This is my simple religion. There is no need for temples; no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness.” *Dalai Lama*
2. “When I do good I feel good, when I do bad I feel bad, and that’s my religion.” *Abraham Lincoln*
3. “No religion has mandated killing others as a requirement for its sustenance or promotion.” *A. P. J. Abdul Kalam*
4. “When you’re too religious, you tend to point your finger to judge instead of extending your hand to help.” *Steve Maraboli*.
5. “I think that monotheistic religions, having a common reference to One God, should and must dialogue. The three religions which Abraham inspired have many more common facets than those which divide them. Religion must be the means by which to affirm the ethical significance of existence, regardless of one’s profession of faith.” *Imam Shah Karim al-Husayni Aga Khan IV*

Ex. 13. Religion is still an important part of human life. Write a short essay (500 words) describing how someone following a religion might incorporate his/her faith into their daily life.

UNIT 5

BRANCHES OF CHRISTIANITY

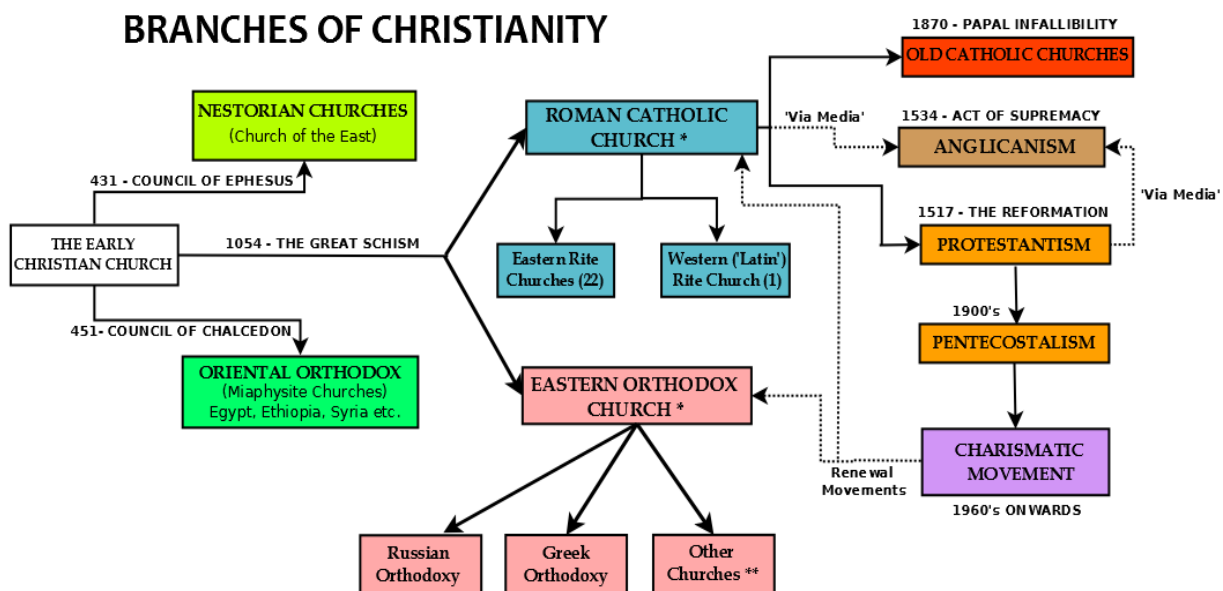
I. ANTICIPATING THE ISSUE

Ex. 1. Analyze the definition of *Christianity* paying attention to italicized words. Make sure you understand their meaning (consult **RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS**, if necessary).

Christianity is a *monotheistic Abrahamic religion* based on the life and teachings of *Jesus*. It is the world's most populous religious group, with over 2.4 billion followers, or 33 % of the global population, comprising a majority of the population in about two-thirds of the countries in the world.

<https://en.wikipedia.org/w/index.php?title=Christianity&oldid=870753388>

Ex. 2. Study the timeline below and name the largest branches of Christianity. Find out more about *The Great Schism of 1054*, *The Protestant Reformation of 1517*, *The English Reformation of 1534*. (For detailed information go to <https://en.wikipedia.org>).



* Both Eastern Orthodox and Roman Catholic Churches claim the title of the 'One True Church'.
 ** There are several other autonomous and autocephalous churches within Eastern Orthodoxy.

<http://dream-prophecy.blogspot.com/2013/04/the-older-forgotten-branch-of.html>

II. BACKGROUND READING

Ex. 3. Before you start reading, study the following words and terms. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS if necessary.

Vocabulary box	
1) Papal supremacy	8) five solae, indulgence(s)
2) sacrament(s)	9) remission of sin
3) the Eucharist	10) heretical
4) priesthood of all believers	11) invisible church
5) justification by faith alone	12) denomination
6) good works	13) Christendom
7) authority of the Bible	

Ex. 4. Read the following text and mark the statements as True or False. Use the text to prove your choice.

1. The aim of Protestant movement was to overthrow the Roman Catholic Church.
2. All Protestants reject the doctrine of papal supremacy.
3. The “five solae” represent a foundational set of principles of Protestant belief in contradistinction to the teaching of the Roman Catholic Church.
4. The Roman Catholic Church offered remission of sin to people for money.
5. Martin Luther’s intention to reform the Catholic Church was not new.
6. The Church of England broke away from Catholicism because of doctrinal differences.
7. Protestantism has had a profound impact on the development of major spheres of life in North-Western Europe and North America.
8. Diversity of Protestant denominations is linked to the absence of structural unity or central human authority.

*To check your answers, go to Answer Keys page: **Unit 5.***

PROTESTANTISM

Today, the four largest branches of Christianity are the Catholic Church (1.3 billion), Protestantism (920 million), the Eastern Orthodox Church (260 million) and Oriental Orthodoxy (86 million).

Protestantism (nearly 40 % of all Christians) originated with the 16th century Reformation, a movement against what its followers perceived to be errors in the Roman Catholic Church. Ever since, Protestants reject the Roman Catholic doctrine of *papal supremacy* and *sacraments*, but disagree among themselves regarding the

real presence of Christ in *the Eucharist*. They emphasize the *priesthood of all believers*, **justification by faith alone** (sola fide) rather than by *good works*, and the highest **authority of the Bible** alone (rather than with sacred tradition) in faith and morals (sola scriptura). The “*five solae*” summarize basic theological differences in opposition to the Roman Catholic Church.

Protestantism is popularly considered to have begun in Germany in 1517 when Martin Luther published his *Ninety-five Theses* as a reaction against abuses in the sale of *indulgences* by the Roman Catholic Church, which purported to offer *remission of sin* to their purchasers. However, the term derives from the letter of protestation from German Lutheran princes in 1529 against an edict of the Diet of Speyer condemning the teachings of Martin Luther as *heretical*.

Although there were earlier breaks and attempts to reform the Roman Catholic Church – notably by Peter Waldo, John Wycliffe, and Jan Hus – only Luther succeeded in sparking a wider, lasting, and modern movement. In the 16th century, Lutheranism spread from Germany into Denmark, Norway, Sweden, Finland, Latvia, Estonia, and Iceland. Reformed (or Calvinist) denominations spread in Germany, Hungary, the Netherlands, Scotland, Switzerland and France by reformers such as John Calvin, Huldrych Zwingli, and John Knox. The political separation of the Church of England from the pope under King Henry VIII began Anglicanism, bringing England and Wales into this broad Reformation movement.

Protestants have developed their own culture, with major contributions in education, the humanities and sciences, the political and social order, the economy and the arts, and many other fields. Protestantism is diverse, being more divided theologically and ecclesiastically than either the Roman Catholic Church, the Eastern Orthodox Church, or Oriental Orthodoxy.

Without structural unity or central human authority, Protestants developed the concept of an *invisible church*, in contrast to the Roman Catholic view of the Catholic Church as the visible one true Church founded by Jesus Christ. Some *denominations* do have a worldwide scope and distribution of membership, while others are confined to a single country. A majority of Protestants are members of a handful of Protestant denominational families: Adventists, Anabaptists, Anglicans, Baptists, Reformed, Lutherans, Methodists, and Pentecostals. Nondenominational, evangelical, charismatic, independent and other churches are on the rise, and constitute a significant part of Protestant Christianity. Proponents of the branch theory consider Protestantism one of the three major divisions of *Christendom*, together with the Roman Catholic Church and Orthodoxy (both Eastern and Oriental).

<https://en.wikipedia.org>

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 5. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) deficient practices	11) conversion	21) preacher
2) God's grace	12) imputed holiness /	22) Communion
3) Christ's merits	righteousness	23) Lord's Supper
4) spiritual power	13) original sin	24) hymn singing
5) sacraments of the church	14) salvation by grace alone through faith alone	25) confess the faith
6) Sola Scriptura	15) become alive in Christ	26) free church model
7) separation of church and state	16) baptism	27) state church model
8) parachurch organization	17) vocation	28) meeting house
9) missionary activity	18) minister	29) postdenominational Protestantism
10) salvation	19) worship	30) community church
	20) sermon	

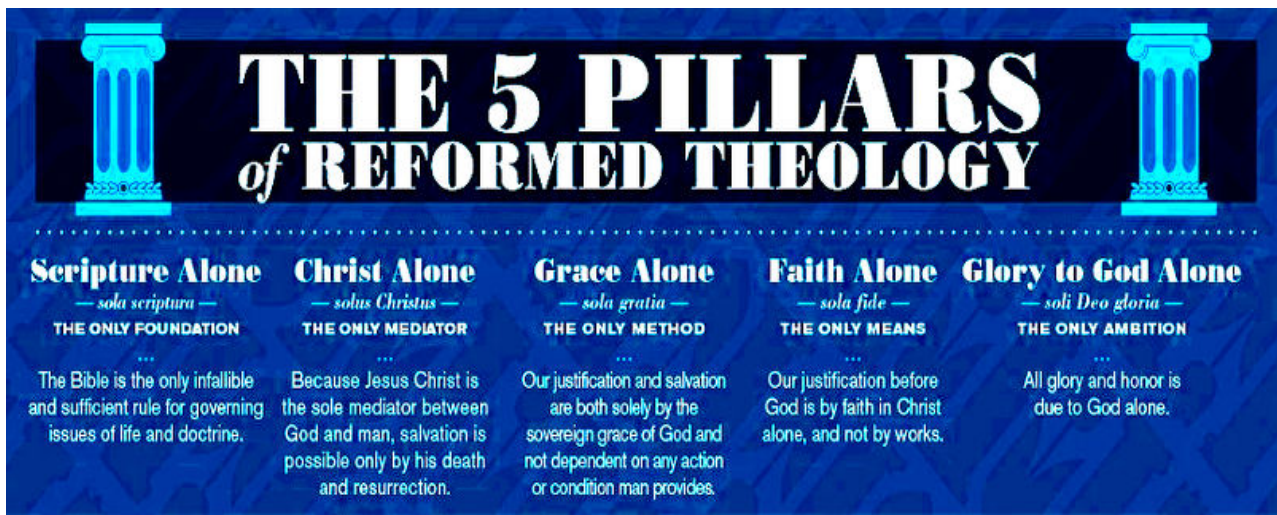
Ex. 6. Watch the video “[Global Christianity: Protestantism](#)” and reconstruct the context in which the notions from Vocabulary box are used.

Ex. 7. Watch the video again if necessary and give detailed answers to the questions.

1. According to Dr. Douglas Jacobsen, what are the “Four big traditions” that Christianity is divided into?
2. Are Protestants evenly distributed in the world? What are the territories where Protestants make up the majority of the population?
3. Compare the Catholic and Protestant view of the church. What is the Protestant Alternative? Focus on a) people's access to God; b) interpretation of the Bible.
4. When and why did the Protestant Reformation begin?
5. Comment on how the four main European Protestant traditions split into further movements since 16th century. Name some Protestant denominations.
6. What does Dr. D. Jacobsen imply by saying that “Protestantism is a movement, not an institution”? Give an example of such movements.
7. What differs Protestant view of salvation from that in Catholic and Orthodox traditions? Comment on the three critical differences.
8. How is vocation understood in Catholic and Protestant traditions?
9. What are some differences in worship and recognition of church sacraments in Catholic and Protestant traditions?
10. Explain the differences between American and European protestant church models (free vs state church models).

IV. MODELLING OPINION

Ex. 8. Analyze the model below which represents the “Five Solas”, or the five major tenets of the Protestant Reformation. Consider the information that you have got from the text, the video and this task and prepare a short talk for senior school children about Protestantism.



<https://cominginthecLOUDS.org/about-protestant/denominations/introduction/?print=print>

Ex. 9. Although the Reformation was a religious movement, it also had a strong impact on all other aspects of life: marriage and family, education, the humanities and sciences, the political and social order, the economy, and the arts. Do your research to find out more about these contributions. Choose an aspect and prepare a five-minute talk for an in-class presentation. Use the links for more information:

- https://en.wikipedia.org/w/index.php?title=Protestant_culture&oldid=865994880
- <https://www.britannica.com/topic/The-Protestant-Heritage-1354359/> Protestantisms-influence-in-the-modern-world

Ex. 10. Decide whether you agree with the following quotes or not. Explain your position.

1. “Protestantism promoted the spread of that cold rationality which is so characteristic of the modern individual. ... By allying itself with the rising economic system it made men dependent upon the world of things even to a higher degree than before. Where formerly they worked for the sake of salvation, they were now induced to work for work’s sake, profit for profit’s sake, power for power’s sake.” *Max Horkheimer*
2. “The Reformer is always right about what’s wrong. However, he’s often wrong about what is right.” *G. K. Chesterton*
3. “It is impossible to understand modern history apart from the Reformation. We cannot understand the history of Europe, England or America without studying the Reformation. For example, in America there would never have been Pilgrim Fathers if there had not first been a Protestant Reformation.” *Jack Arnold*.

UNIT 6

AMERICAN VALUES

I. ANTICIPATING THE ISSUE

Ex. 1. What is *the American Dream*? Is it a myth or a quest for a better life? Does it mean the same to Americans and immigrants?



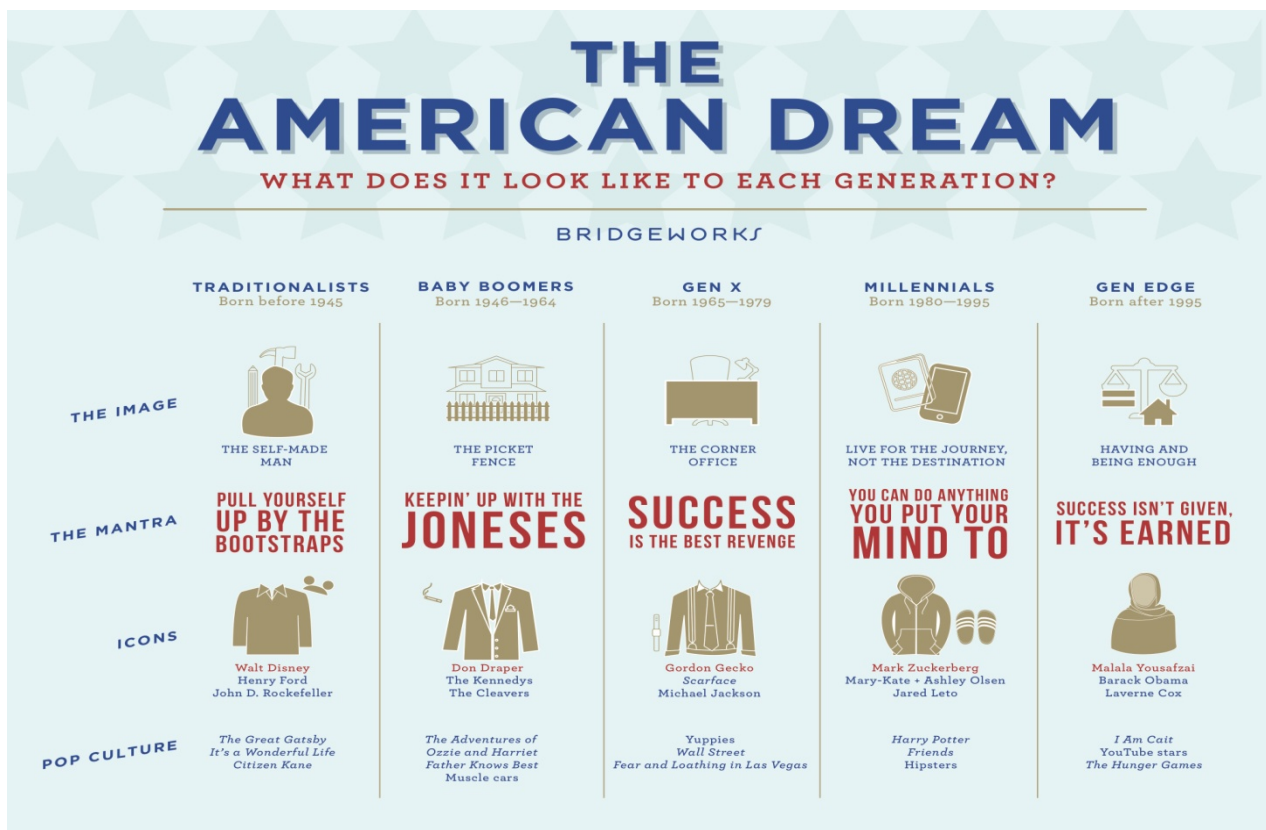
https://news.rutgers.edu/feature/exploring-american-dream/20161116#.XAonVhBS_Qo

Ex. 2. Analyze the definition of *the American Dream*. Try to explain how it is connected with the notions *social mobility*, *social inequality* and *circumstances of birth*?

The **American Dream** is a *national ethos* of the United States, the set of ideals (*democracy, rights, liberty, opportunity and equality*) in which *freedom* includes the *opportunity for prosperity and success*, as well as an *upward social mobility* for the family and children, achieved through *hard work* in a society with few barriers. In the definition of the American Dream by James Truslow Adams in 1931, “life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement” regardless of social class or circumstances of birth.

https://en.wikipedia.org/wiki/American_Dream

Ex. 3. Look at the model below and comment on the evolution of the American Dream. How have historical events affected the American Dream?



<http://www.generations.com/2015/09/21/the-evolution-of-the-american-dream/>

II. BACKGROUND READING

Ex. 4. Read the following texts and try to explain:

- what is happening to the American middle / working class in the sphere of income and housing;**
- what are the reasons for the current state of things;**
- according to researchers, what interventions are necessary to stabilize the situation.**

ECONOMIC REALITIES IN AMERICA: BY THE NUMBERS

In the Diane Sawyer report, “My Reality: A Hidden America”, for a special edition of ABC News “20/20”, ABC News chronicles a reality of millions of Americans working harder than ever but struggling to stay in the middle class, or striving to get in. For so many, the American Dream’s opportunities seem to have dwindled.

The numbers that follow are part of a larger conversation about today’s middle class and hard-working poor.

68 – The percentage of the country’s income growth since 1980 that went to the top 10 % of earners. (National Bureau of Economic Research)

0 – The percentage of the country’s income growth since 1980 that went to the entire bottom half of earners. (National Bureau of Economic Research)

117 – The number of million Americans whose income has fallen or barely kept up with inflation in almost four decades. That is half of the country. (National Bureau of Economic Research)

45 – The percentage of middle income millennials who earn more than their parents did at the same age, adjusted for inflation. A half century ago, 93 % of middle income Americans earned more than their parents had, adjusted for inflation. (National Bureau of Economic Research)

50 – The percentage of Americans who are middle class. In 1971, it was 61 percent. (Pew Research Center)

92 – The number of metro areas where buying a home is unaffordable for families making a median household income. (Center for Housing Policy)

53 – The percentage of Americans who say they do not have enough savings to cover three months of living expenses if they lose their job. (Federal Reserve Survey, 2015)

56 – The percentage of the fastest growing new jobs that will pay, on average, under \$12 an hour. (Bureau of Labor Statistics, analyzed by ABC News)

73 – The percentage of public assistance that goes to working families. (UC Berkeley Labor Center)

56,516 – The annual median household income in the United States. (US Census Bureau)

<https://abcnews.go.com/US/economic-realities-america-numbers/story?id=44742030>

UPWARD MOBILITY HAS FALLEN SHARPLY IN US: STUDY

In a sign of the fading American Dream, 92 percent of children born in 1940 earned more than their parents, but only half of those born in 1984 can say the same, researchers said Monday.

Greater inequality in the distribution of growth is largely to blame, said the findings in the US journal *Science*.

“Children’s prospects of earning more than their parents have faded over the past half century in the United States,” said the study, led by Raj Chetty of Stanford University.

“Absolute income mobility has fallen across the entire income distribution, with the largest declines for families in the middle class.”

Since little data exists linking children to their parents in terms of economic performance, researchers combined US census data with tax records, adjusting for inflation and other confounding variables.

They found the sharpest declines in income in the industrial Midwest, including states like Indiana and Illinois.

“The smallest declines occurred in states such as Massachusetts, New York and Montana,” said the study.

Researchers said that trying to boost gross domestic product – or the total dollar value of goods and services produced – in the United States would not suffice to fix the problem.

Rather, a concerted effort to level the playing field is needed, said an accompanying editorial by Lawrence Katz of Harvard University and Alan Krueger of Princeton University.

“In our view, faster growth is necessary but not sufficient to restore higher intergenerational income mobility,” they wrote.

“Evidence suggests that, to increase income mobility, policymakers should focus on raising middle-class and lower-income household incomes.”

Interventions worth considering include universal preschool and greater access to public universities, increasing the minimum wage, and offering vouchers to help families with kids move from poor neighborhoods into areas with better schools and more resources, they said.

<https://phys.org/news/2017-04-upward-mobility-fallen-sharply.html>

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 5. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) GI Bill	10) healthcare premiums	17) entry level job
2) white picket fence	11) jack up	18) pundit
3) work on rotation	12) savings account	19) upscale income
4) emergency call	13) splurge	20) Head Start
5) trained paramedic	14) college degree	21) Chutes and Ladders
6) mortgage	15) to make it through	22) Zoning Laws
7) student loan (debt)	the middle-class door	23) super commuters
8) buy smth with coupons	16) increase earning	24) outward migration
9) (come in) on budget	potential	

Ex. 6. Watch the video “[My Reality: A Hidden America](#)” and give detailed answers to the questions below.

1. How does the interviewer Diane Sawyer compare the American Dream of her time with its 21st century image? Which characteristics are brought into contrast?
2. How does life of Chris Smith and his family compare to the lives of *the other 20 per cent* of American population? What can / cannot either type afford?
3. Use the information from the video to prove that many Americans are still quite ignorant about the raw realities of the middle-class life-style.
4. How do you understand Tracy Coleman’s resentment “...*People blame working families for their situation. Something’s wrong with you. You’re doing something wrong...*”?

5. What is the vicious circle that average Americans like Tracy are trapped in? Would getting a college degree advance their earning potential?
6. According to Ralph McLaughlin, a chief economist for Trulia real estate company, what is happening in the sphere of home ownership at the moment? What accounts for that shift?
7. What does the interviewer Diane Sawyer mean by “the vicious choice between affording where you live and affording your life”? Use the video to provide an example.
8. How can *outward migration* be linked to the emergence of *super-commuters*?

Ex. 7. Profile the interviewees from the video. Compare their socio-economic portraits and make a list of problems they all have to tackle.

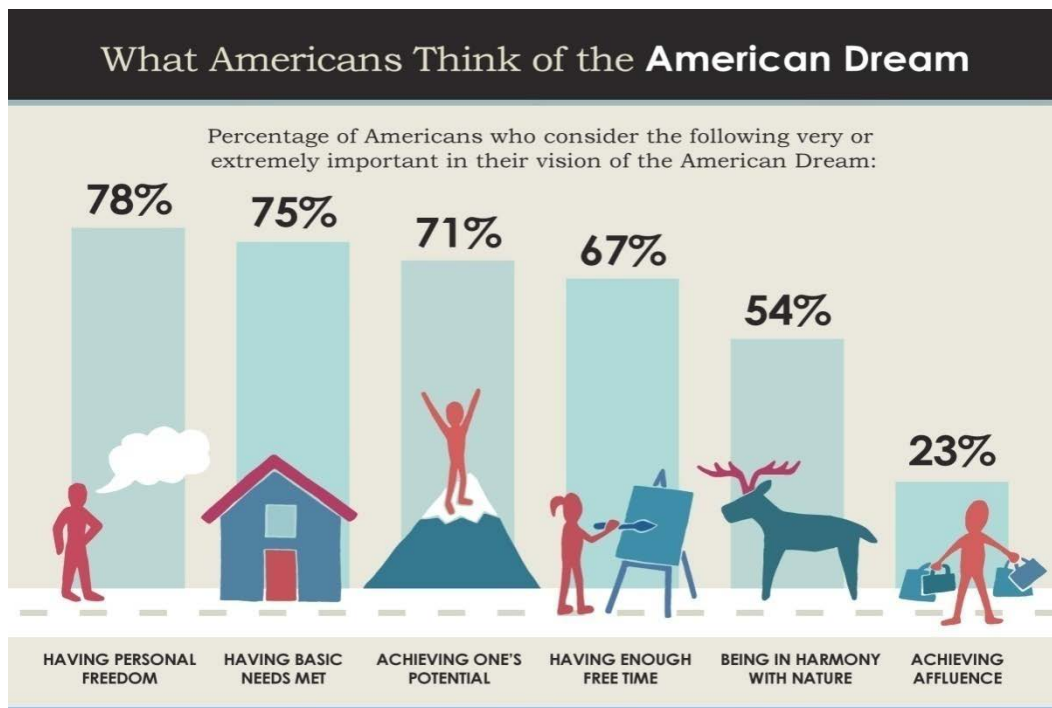
	Chris Smith	Tracy Coleman	Marisha Sevilla	Ronnie Thomas
<i>Family status</i>				
<i>Job(s)</i>				
<i>Housing conditions</i>				
<i>Financial wealth status</i>				
<i>Prospects</i>				

Ex. 8. Watch the video pausing when you hear the word from Vocabulary box. Write out sentences with these words and explain their meaning.

Ex. 9. According to the information provided in the video and in Background reading texts (Exercise 4), which spheres of economy and community facilities should be fixed to improve the lives of the working / middle class? Why is it essential for the healthy development of the society?

IV. MODELLING OPINION

Ex. 10. Analyze the results of a 2014 survey and explain the distribution of priorities among Americans. What does it tell us about American attitudes to freedom, prosperity, materialism, etc.?



<https://newdream.org/resources/poll-2014>

Ex. 11. Work on problem-solving. Try to predict how new opportunities and challenges of the 21st century will affect the American Dream. Should this national ethos be preserved to tie the nation together? Be ready to present your arguments in class.

Ex. 12. Decide whether you agree with the following quotes or not. Explain your position.

1. "It's called the American dream because you have to be asleep to believe it."
George Carlin
2. "The American dream is, in part, responsible for a great deal of crime and violence because people feel that the country owes them not only a living but a good living."
Dr. David Abrahamsen
3. "American Dreams are strongest in the hearts of those who have seen America only in their dreams."
Pico Iyer
4. "A college degree doesn't get you through the door. It gets you in debt and more debt. Connections with the right people are what gets you through the door."
Caroline Ferguson

Ex. 13. Some see their dreams wither and die while others see their dreams fulfilled. Why? Considering the information from the tasks and your own understanding of the problem think about some how-to tips that would lead a young person to accomplishing their dream, not failing it.

Ex. 14. Everyone has dreams about a personally fulfilled life. What is your dream? Write a short essay (500 words), expressing your ideas.

UNIT 7

YOUTH RADICALIZATION

I. ANTICIPATING THE ISSUE

Ex. 1. Analyze the definition of *radicalism* and compare it with the notions of *terrorism* and *extremism*.

Radicalism – the political orientation of those who favour revolutionary change in government and society.

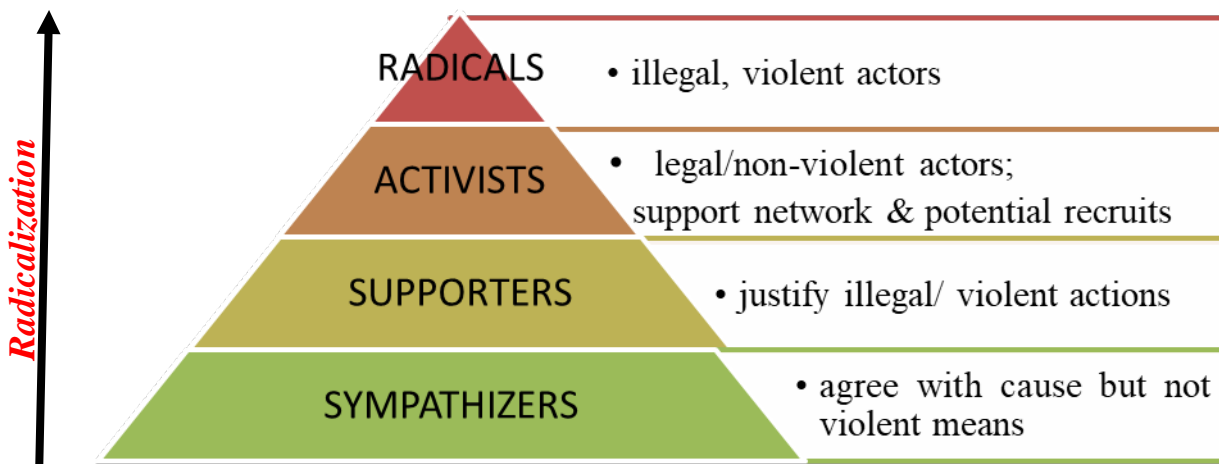
Extremism – a political theory favoring immoderate uncompromising policies.

Terrorism – the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature; this is done through intimidation or coercion or instilling fear.

<https://www.definitions.net/>

Ex. 2. Explain what *radicalization* means. What do you know about this issue? Consult **RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS** to find out more about it.

Ex. 3. Look at the model below and comment on the difference between *sympathizers*, *supporters*, *activists* and *radicals*.



https://www.researchgate.net/figure/The-pyramid-model-of-radicalisation_fig2_311761712

II. BACKGROUND READING

Ex. 4. Read the following text and try to explain why:

- Molenbeek is known as the home of Belgian jihadists.
- The media has portrayed Molenbeek as a 'no go area' and a 'jihadist hub'.

MOLENBEEK: A BREEDING GROUND FOR RADICALS?

Out of the 19 municipalities that form the Brussels-Capital Region, Molenbeek – with a population of 96,586 – is the one that has been linked to violent extremism.

Around 41 % of the residents of Molenbeek – which is a short walk from Brussels city centre – are Muslim (compared with 6 % for Belgium as a whole), the bulk of Moroccan descent. The area suffers from 30 % unemployment, compared with the national average of 8.5 %, while youth unemployment is even higher, at 40 %.

Molenbeek saw at least 47 people leave for Syria since the outbreak of the conflict in 2011, in other words, 10 % of the total number of Belgian foreign fighters used to live in Molenbeek.

Several individuals involved in terrorist attacks across Europe had close links within the community. The assassins who killed anti-Taliban commander Ahmed Shah Massoud in Takhar Province in northeastern Afghanistan on September 9, 2001 both came from Molenbeek. Hassan el-Haski, one of the 2004 Madrid terror bombers came from Molenbeek. A series of coordinated bombings against the Cercanías commuter train system of Madrid, Spain, on the morning of 11 March 2004 – three days before Spain’s general elections killed 193 people and injured around 2,000. On 24 May 2014, a gunman opened fire at the Jewish Museum of Belgium in Brussels, killing four people. The perpetrator, Mehdi Nemmouche, lived in Molenbeek for a time. He is also believed to have spent over a year in Syria and had links with radical Islamists. Ayoub El Khazzani, the perpetrator of the 2015 Thalys train attack, stayed with his sister in Molenbeek. On 21 August 2015, the man opened fire on a Thalys train on its way from Amsterdam to Paris before his assault rifle jammed, and he was subdued by passengers. On 7 January 2015 at about 11:30 local time, two brothers, Said and Chérif Kouachi, forced their way into the offices of the French satirical weekly newspaper Charlie Hebdo in Paris. Armed with rifles and other weapons, they killed 12 people and injured 11 others. Two days later Amedy Coulibaly, who was a close friend of the two brothers, entered and attacked the people in the kosher food supermarket, armed with a submachine gun, an assault rifle, and two Tokarev pistols, Coulibaly murdered four Jewish hostages, and held 15 other hostages during a siege in which he demanded that the Kouachi brothers not be harmed. French police believe the weapons used in these terrorist attacks were sourced from Molenbeek.

At least three of the terrorists in the November 2015 Paris attacks – the brothers Brahim and Salah Abdeslam, alleged accomplice Mohamed Abrini, and the alleged mastermind Abdelhamid Abaaoud – grew up and lived in Molenbeek. On Friday, 13 November 2015 three suicide bombers struck outside the Stade de France in Saint-Denis, during a football match. This was followed by several mass shootings and a suicide bombing, at cafes and restaurants. Gunmen carried out another mass shooting and took hostages at an Eagles of Death Metal concert in the Bataclan theatre, leading to a stand-off with police. The attackers killed 130 people, including 90 at the Bataclan theatre. Another 413 people were injured. Seven of the attackers died, while the authorities continued to search for accomplices. On 18 March 2016, Salah Abdeslam, a suspected accomplice in those attacks, was captured in two anti-terrorist raids in Molenbeek that killed another suspect and injured two others. During the Molenbeek capture protesters “threw stones and bottles at police and press during the arrest”, stated the Interior Minister of Belgium, Jan Jambon.

On 20 June 2017, a terrorist bomb caused a small explosion at Brussels Central Station in Brussels; there were no casualties. Soldiers patrolling the station killed the suspect. The perpetrator was Oussama Zariouh, a 36-year-old Moroccan national who lived in the Molenbeek district and who had assembled a defective explosive device. After the Paris attacks and the Brussels bombings soldiers have been on patrol in Brussels to step up security. The Molenbeek district underwent a large-scale administrative check-up, with over 20,000 inhabitants being checked by law enforcement agencies.

<http://statistics.brussels>; <http://www.eip.org/>

Ex. 5. Make a list of factors that, as you see it, cause residents of Molenbeek turn to radicalism and terror.

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 6. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) emerge	8) target	15) social service
2) role model	9) radicalization	16) allegiance
3) suspicion	10) radical	17) civil liberties
4) contend (with)	11) troubled	18) setback
5) growing pains	12) coverage	19) like-minded thinking
6) attacker	13) vulnerable	20) extremist violence
7) recruit	14) fertile ground	21) eradicate

Ex. 7. Watch the video “[Why young men become radicalized](#)” and tick the statements that comply with its content.

1. Radicalization comes from immigrants.
2. Youngsters become radicalized if they are raised in disadvantaged families or live in disadvantaged neighborhoods.
3. A troubled young schoolboy is a future radical.
4. Molenbeek is similar to any district with dense population.
5. Molenbeek is the place where one could find the root causes of youth radicalization.
6. Unemployed people are vulnerable to radical ideology.
7. Terrorist attacks have affected the liberal values in Belgium.
8. The motives and conditions leading to criminality are the same as those leading to extremist violence.
9. Social integration is the key to counter radicalism.
10. Radicalization of youth is an international problem.

Ex. 8. Profile the interviewee from the video.

Name	<i>Jamil Giovani</i>
Family background	
Residency	
Education	
Occupation	
Reason to visit Molenbeek	
Objectives of research	

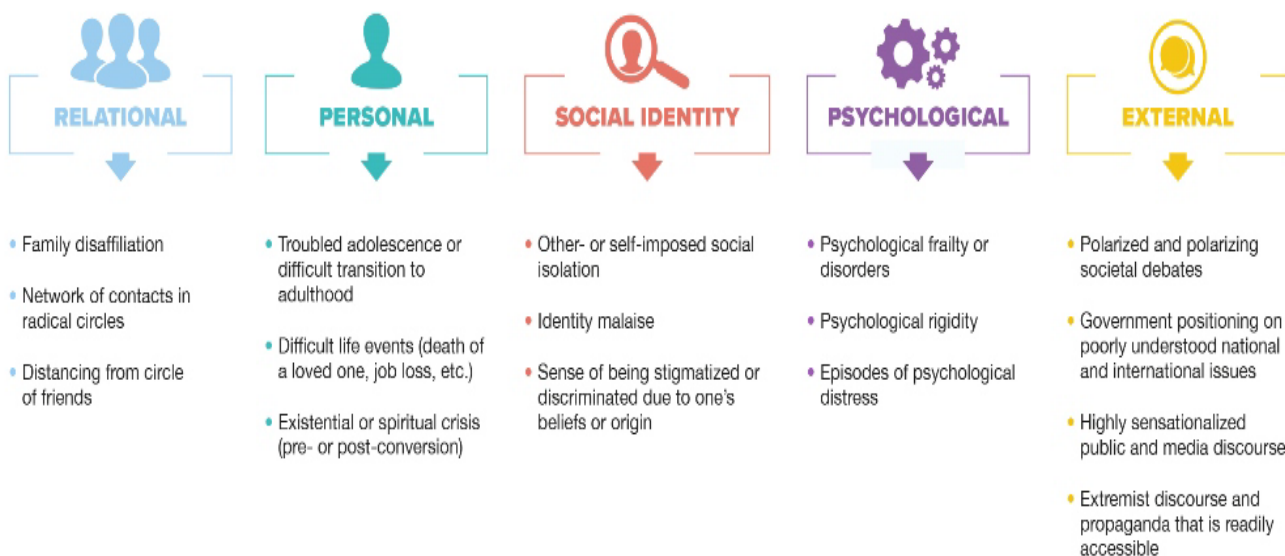
Ex. 9. Watch the video, pausing when you hear the word from Vocabulary box. Write out sentences with these words and explain their meaning.

Ex. 10. According to the video the main root for radicalization is hopelessness. Enumerate other factors that are mentioned in the video. Compare them with your list (see Exercise 5).

IV. MODELLING OPINION

Ex. 11. Consider the information you've got about factors that may cause radicalization of young people and comment on the table below.

SOME VULNERABILITY FACTORS



Ex. 12. Work on problem-solving. How could we eliminate radicalization of youth? Present your ideas, countering each group of factors.

Ex. 13. Decide whether you agree with the following quotes or not. Explain your position.

1. “We need to do more to prevent radicalization, the inspiration of terrorism in this country.” *Kirstjen Nielsen*
2. “There are trends in our societies... that can lead to some political decisions in America and Europe that can give some ground to the radicalization discourse.” *Federica Mogherini*
3. “Part of the reasons why people get radicalized is because they feel they are disenfranchised; that they’re not there; that they are bullied. But if they are represented, they can’t go and say to themselves: Oh, this society hates us!” *Bassem Youssef*
4. “The best counter to the kind of radicalization and marginalization that we’ve seen in other parts of the world is to create an inclusive society where everyone... have every opportunity to succeed.” *Justin Trudeau*

Ex. 14. What would you say to a youngster who is affected by radical views? Write a letter, expressing your ideas.

Ex. 15. Work in small groups. Make a 10–15 minutes’ presentation for senior schoolchildren about the problem of radicalization. Try to impose as much educative effect as possible: modeling their opinion you model their future.

UNIT 8

TERRORISM AND MEDIA

I. ANTICIPATING THE ISSUE

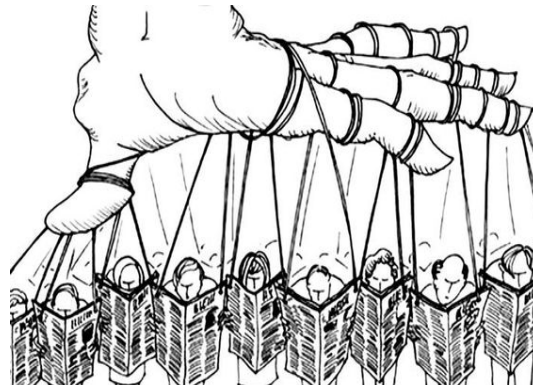
Ex. 1. Add commentaries or posts to the following cartoons.

No 1.



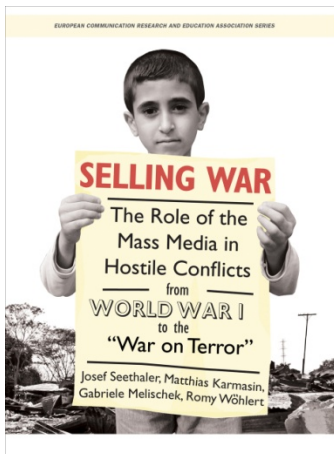
www.medium.com

No 2.



www.kaosenlared.net

No 3.



www.press.uchicago.edu

No 4.



www.theintersectionist.com

Ex. 2. How would you define *media terrorism*? Share your definition with your groupmates and cooperate with them to work out the best variant.

Ex. 3. Sort out, what are the primary functions of the media and what should be excluded from the list.

FUNCTIONS OF THE MASS MEDIA

- set agenda
- educate
- reflect life as it is
- propagandize

- report
- investigate
- brainwash
- monitor
- socialize
- act as a government watchdog
- act as public forum
- keep people involved
- entertain
- spread information

II. BACKGROUND READING

Ex. 4. Read the following text and explain its headline.

RELATIONSHIP BETWEEN TERRORISM AND MEDIA: IS IT A SYMBIOSE?

Media does not create terrorist organizations nor does it promote terrorism, however, once terrorism gets going, the relationship between terrorism and media becomes symbiotic. In sociology, the term symbiosis is taken to mean ‘relations of mutual dependence between different groups within a community when the groups are unlike each other and their relations are complementary’. This term explains how these strikingly different actors become interlocked in a relationship hinged on a convergence of interest: the media’s insatiable drive to supply newsworthy content is simultaneously mirrored by the strategic necessity of terrorist movements for the oxygen of publicity.

Terrorism is famously referred to as “propaganda by the deed,” serving as an example to others, which inspires violent action. This brief stresses the theatrical, communicative and psychological aspects of terrorism. Terrorism is a communicative act in the sense that it seeks to send a message to multiple audiences: to a government, to a wider population, to captivated audiences at home, to their own movement/organization, to a constituency of sympathizers and to prospective recruits. The murder of innocent civilians is a secondary by-product, since victims are “the skin on a drum beaten to achieve a calculated impact on a wider audience”.

The media provides a platform for terrorist movements to broadcast and amplify their message to global audiences. Without this platform, the message of terrorist movements would not reach beyond its very immediate locale and therefore would remain unknown to most people outside the confined boundaries of the attack. Media-wise, terrorists are able to elicit attention by orchestrating attacks with the media as a major consideration. They select specific targets, locations and timing of their planned attacks deliberately and according to media preferences, trying to satisfy the media criteria for newsworthiness and stage ‘a theatre of terror’.

Terrorists also prepare visual aids for the media through means such as video clips of their actions, taped interviews and declarations, as well as press releases. Terrorist organizations, like Daesh, exploit Twitter to “propagandize for core Jihadist tenets that are translated into symbolic images for a generation of social media users who prefer pictures to text”. In fact, Daesh deploys the power of images to induce both psychological dread to their enemies and to demonstrate credibility as the world’s pre-eminent revolutionary vanguard movement. Their penchant for using images is vividly exemplified by the recording of beheading videos. In fact, media-savvy organizations like Daesh have taken the theatre of terrorism to new heights.

The symbiotic relationship between terrorism and media produces a particular perception of terrorism as an existential threat to the security of Western countries. An existential threat is a threat to a nation-state's survival. However, the current terrorism threat posed to Western countries represents a security threat, not an existential one. The disproportionate framing of the threat levels can partly be attributed to the fact that the media does not report 'good news' but primarily focuses on 'bad news', as explained by Steven Pinker: "Plane crashes always makes the news, but car crashes, which kill far more people, almost never do." Another explanation for the distorted placement of terrorism at the top of people's concern of threat, enabled by the media, is what Daniel Kahneman calls the 'availability heuristic': "People tend to assess the relative importance of issues by the ease with which they are retrieved from memory – and this is largely determined by the extent of coverage in the media."

The surfeit media coverage of terrorism in Western countries can be contrasted with the death treatment of terrorism in other parts of the world where the bulk of terrorism actually happens. In fact, 75 % of global terrorist attacks take place in just five countries: Nigeria, Syria, Afghanistan, Pakistan and Iraq, but even these numbers are deceptive. In the rest of the world outside Western countries, terrorism is considered a phenomenon of war so what used to be called 'insurgency', 'guerrilla warfare', 'revolutions' and civil conflict – all of which may deploy terrorism as a tactic – is now often classified as 'terrorism'.

The representation of terrorism also inspires imitation of action for certain individuals and groups known as 'copycat effect'. The copycat effect is the tendency of sensational publicity about violent murders or suicides to result in more of the same through imitation. Significant for the security services, copycat attacks have the tendency to produce the phenomenon of waves: several attacks are attempted following a major one. Following the Westminster attack in March 2017, for example, the UK was subsequently hit by a wave of attacks from Jihadist terrorism – three successful and nine foiled plots. The images and newsreels played on repeat on peoples' TV screen and on social media maximizes the exposure of the terrorist act to potentially billions of viewers transmitting in the process a simple idea: the method.

<https://www.policycenter.ma/publications/thinking-about-symbiotic-relationship-between-media-and-terrorism>

Ex. 5. Paraphrase, using expressions from the text.

- 1) encourage further the progress of terrorism
- 2) share interests, have something in common
- 3) information that drives public attention
- 4) people beguiled by the news
- 5) a number of people who agree with or support ideology
- 6) people who may become member of the group

- 7) a consequence of certain action, not the main target
- 8) distribute a detailed message
- 9) restricted area, limits
- 10) draw somebody's attention
- 11) plan in detail to produce a desired effect
- 12) basic philosophy of jihad
- 13) evoke fear in the minds
- 14) forerunners, leaders in activity
- 15) having a shrewd understanding of how to deal with the media
- 16) disproportional coverage

To check your answers, go to Answer Keys page: Unit 8.

Ex. 6. Provide explanation to the terms mentioned in the text. Label the following events with these terms.

a) an existential threat c) propaganda by the deed e) copycat effect
b) symbiosis d) theatre of terror f) availability heuristic

1. After seeing news stories about high-profile child abductions, parents begin to believe that such tragedies are quite common. Many parents refuse to let their children play outside by their own.
2. In 1968, an El Al Israel Airlines plane departing from Rome and heading for Tel Aviv, Israel, was hijacked by the Popular Front for the Liberation of Palestine (PFLP). They successfully diverted the plane, carrying thirty-two passengers and ten crew members to Algiers. This spectacular form of terrorism became a regular occurrence in subsequent years.
3. The damage from a nuclear war would be so severe that it is unclear whether either belligerent party would exist after such a conflict.
4. In February 2017 an event at the University of California was cancelled by college administrators after protesters of a Black Bloc broke windows, shot fireworks, and caused a light fixture to catch fire. The cancellation of the event brought mainstream attention to anarchism and the role of violence in protest movements.
5. When students play their part – get to class on time, do their work, and participate in discussions – the teacher thrives. When teachers play their part, the student has access to all sorts of support – academic, emotional, and social. Neither can thrive on one's own.
6. September 11, 2001 attacks on America (9/11) were a perfectly choreographed production. They introduced a new level of mass-mediated terrorism. The targets chosen for 9/11 (the World Trade Centre in New York and the Pentagon in Washington), for example, were symbols of American wealth, power and heritage.

To check your answers, go to Answer Keys page: Unit 8.

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 7. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) eyewitness video	8) militancy	15) perpetrator
2) assault	9) anarchist	16) sting operation
3) manhunt	10) plead (for)	17) foil, v
4) a soft target	11) hawkish	18) right-wing
5) hostage	12) liberty	19) fanaticism
6) crave a medium	13) surveillance	20) pernicious
7) cover, v	14) root out	21) hijack

Ex. 8. Watch the video “[Terrorism and the media](#)” and identify these statements as True or False.

1. News about terrorist acts have similar scenario.
2. Terrorism and media are profoundly connected.
3. Mass Media has been contributing to the spread of terrorism since late 19th c.
4. Anarchist violence in Europe flourished because newspaper industry made it available.
5. Most terrorist acts target at immediate victims.
6. In 1970s newscasters read out demands of kidnappers on air.
7. Satellite TV changed the methods of terrorists.
8. News channels strive for showing raw brutality.
9. Global terrorism has entered a dangerous new phase.
10. Media coverage of terrorism is uneven, concentrating largely on the strikes and aftermath in the European cities.

To check your answers, go to Answer Keys page: Unit 8.

Ex. 9. Work with Active vocabulary box. Write out expressions you hear from the video and add your examples with these words and word groups.

MODEL: From the video: a rush of *eyewitness video*;

Other example: evidence based on *eyewitness video*.

Ex. 10. Watch the video, hitting pauses to make notes about the issue “Connection between mass media and terrorism”.

<i>A typical script for a coverage of terrorist acts</i>	
<i>Historical outline of the issue</i>	
<i>Current state of things</i>	
<i>Effects of terror and violence on TV</i>	
<i>Uneven coverage of terrorism</i>	
<i>Case study of the copycat effect</i>	

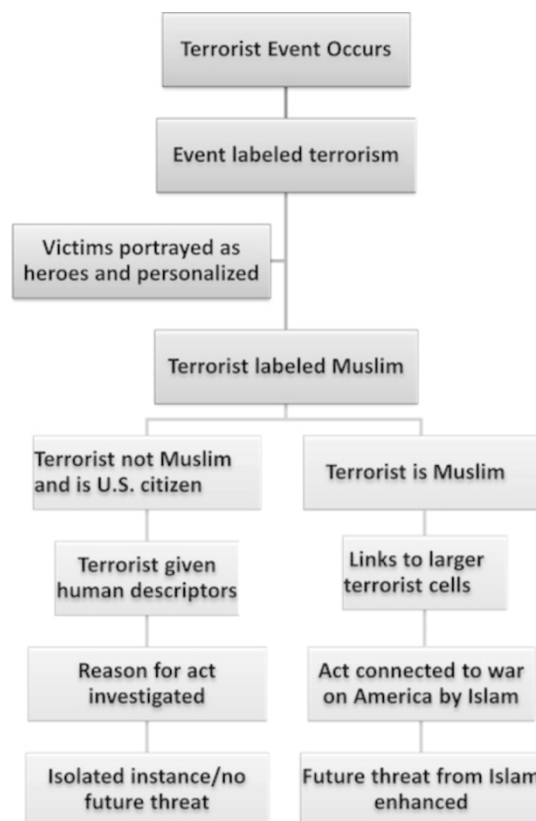
Ex. 11. Could you use your notes to reconstruct the information from the video and make a speech on the issue? If yes, do it. If not – go back to Task 10 with that objective.

IV. MODELLING OPINION

Ex. 12. Check up, if you could provide an argumentative answer to the following questions.

1. What role do media play in terrorist activity?
2. How have media become central to terrorist movements?
3. How important are mass media in spreading terrorism?
4. What is the symbiotic relationship between terrorism and the media?
5. What effect does mediated terrorism have on national policy?
6. How does agenda setting fit into what media choose to cover as terrorism?
7. How do threatening images in terrorism coverage influence the public?

Ex. 13. Comment on the scheme given below. Compare it with the typical coverage of terrorism on the national TV.



<https://www.mdpi.com/2077-1444/9/9/257>

Ex. 14. Make a list of arguments to support each of the given viewpoints. Which column will get more points? Which view would you promote?

<u>Media is a means to spread terrorism</u>	<u>Media is a means to counter terrorism</u>
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Ex. 15. Decide whether you agree with the following quotes or not. Explain your position.

1. “By devoting extraordinary broadcast time and column inches to even minor violence and elevating it to the level of spectacular reality show, the mass media, especially television, play into the hands of terrorists.” *Brigette Nacos*
2. “The people will believe what the media tells them they believe.” *George Orwell*
3. “Terrorism is capable of writing any drama – no matter how horrible – to compel the media’s attention.” *Abraham Miller*
4. “Terrorism is aimed at the people watching, not at the actual victims. Terrorism is a theatre.” *Brian Jenkins*

Ex. 16. Prepare a 3-minute public speech on the topic “The influence of media on the spread of terrorism”.

UNIT 9

TERRORISTS, CRIMINALS OR FREEDOM FIGHTERS?

I. ANTICIPATING THE ISSUE

Ex. 1. Look at the pictures below and write down any associations that these pictures evoke in your mind. Do you know what organizations these people belong to?



www.premiumtimesng.com



www.thedailybeast.com

Ex. 2. Study the following passage and say what organizations are designated as foreign terrorist organizations by the USA government. Do you know any organizations that meet these criteria?

Foreign Terrorist Organizations (FTOs) are foreign organizations that are designated by the Secretary of State in accordance with section 219 of the Immigration and Nationality Act. The legal criteria for designation under Section 219 of the INA are as follows:

1. It must be a foreign organization.
2. The organization must engage in terrorist activity, or retain the capability and intent to engage in terrorist activity or terrorism.
3. The organization's terrorist activity or terrorism must threaten the security of U.S. nationals or the national security (national defense, foreign relations, or the economic interests) of the United States.

<https://www.state.gov/foreign-terrorist-organizations/>

II. BACKGROUND READING

Ex. 3. Read the texts about 2 terrorist organizations. Can they be designated as terrorist organizations based on the criteria described in Task 2?

BOKO HARAM

The Islamic State in West Africa (abbreviated as ISWA or ISWAP), formerly known as Jama'at Ahl as-Sunnah lid-Da'wah wa'l-Jihad and commonly known as Boko Haram until March 2015, is a jihadist militant organization based in northeastern Nigeria, also active in Chad, Niger and northern Cameroon.

The name "Boko Haram" is usually translated as "Western education is forbidden". Boko Haram has also been translated as "Western influence is a sin" and "Westernization is sacrilege".

Boko Haram was founded upon the principles of Sharia law. It developed into a Jihadist group in 2009. The movement is diffuse, and the fighters' beliefs tend to be centered on strict adherence to Wahhabism, which is an extremely strict form of Islam that sees many other forms of Islam as idolatrous. Boko Haram seeks the establishment of an Islamic state in Nigeria. It opposes the Westernization of Nigerian society and the concentration of the wealth of the country among members of political elite, mainly in the Christian south of the country.

Founded by Mohammed Yusuf in 2002, the group has been led by Abubakar Shekau since 2009. When Boko Haram was first formed, their actions were nonviolent. Their main goal was to "purify Islam in northern Nigeria." From March 2015 to August 2016, the group was aligned with the Islamic State of Iraq and the Levant. In 2009 there was a violent uprising in which its leader was summarily executed. After the group's unexpected resurgence, following a mass prison break in September 2010, their attacks became increasingly sophisticated, initially against soft targets, but progressing in 2011 to include suicide bombings of police buildings and the United Nations office in Abuja. The group also carried out mass abductions including the kidnapping of 276 schoolgirls from Chibok in April 2014. The government's establishment of a state of emergency at the beginning of 2012, extended in the following year to cover the entire northeast of Nigeria, led to an increase in both security force abuses and militant attacks.

Since 2009, Boko Haram has killed tens of thousands and displaced 2,3 million from their homes and was ranked as the world's deadliest terror group by the Global Terrorism Index in 2015.

Despite having been routed from key areas and significantly downgraded in their capacities, throughout 2016 and into 2017, Boko Haram in Nigeria continued to wage attacks against Nigerian security forces, the community-based Civilian Joint Task Forces (CJTF), and regular citizens, using improvised explosives devices (IEDs) and other crude weaponry. These were often deployed with suicide bombers; an increasing number of whom were women and girls recruited to attack markets, transportation depots, mosques, and IDP camps.

<https://en.wikipedia.org>

KU KLUX KLAN

The **Ku Klux Klan**, commonly called the **KKK** or simply the **Klan**, refers to three distinct secret movements at different points in time in the history of the United States. Each has advocated extremist reactionary positions such as white supremacy, white nationalism, and anti-immigration. Historically, the KKK used terrorism – both physical assault and murder – against groups or individuals whom they opposed. All three movements have called for the “purification” of American society and all are considered right-wing extremist organizations. In each era, membership was secret and estimates of the total were highly exaggerated by both friends and enemies.

The first Klan flourished in the Southern United States in the late 1860s, then died out by the early 1870s. It sought to overthrow the Republican state governments in the South during the Reconstruction Era, especially by using violence against African-American leaders. With numerous autonomous chapters across the South, it was suppressed around 1871, through federal law enforcement. Members made their own, often colorful, costumes: robes, masks and conical hats, designed to be terrifying and to hide their identities.

The second group was founded in the South in 1915 and it flourished nationwide in the early and mid-1920s, including urban areas of the Midwest and West. Rooted in local Protestant communities, it sought to maintain white supremacy and opposed Catholics and Jews. This second organization was funded by selling its members a standard white costume. It used K-words which were similar to those used by the first Klan, while adding cross burnings and mass parades to intimidate others. It rapidly declined in the late 1920s.

The third and current manifestation of the KKK emerged after 1950, in the form of localized and isolated groups that use the KKK name. They have focused on opposition to the civil rights movement, often using violence and murder to suppress activists.

Today, many sources also classify the Klan as either a hate group or a “subversive or terrorist organization”. In April 1997, agents arrested four members of the True Knights of the Ku Klux Klan in Dallas for conspiracy to commit robbery and for conspiring to blow up a natural gas processing plant. In 1999, the city council of Charleston, South Carolina passed a resolution declaring the Klan a terrorist organization.

The modern KKK is not one organization; rather it is composed of small independent chapters across the United States. According to a 1999 ADL report, the KKK’s estimated size then was “No more than a few thousand, organized into slightly more than 100 units.” In 2017, the Southern Poverty Law Center (SPLC), which monitors extremist groups, estimated that there were “at least 29 separate, rival Klan groups currently active in the United States, and they compete with one another for members, dues, news media attention and the title of being the true heir to the Ku Klux Klan.” The formation of independent chapters has made KKK groups more difficult to infiltrate, and researchers find it hard to estimate their numbers.

Many KKK groups have formed strong alliances with other white supremacist groups, such as neo-Nazis. Some KKK groups have become increasingly “nazified”, adopting the look and emblems of white power skinheads.

The American Civil Liberties Union (ACLU) has provided legal support to various factions of the KKK in defense of their First Amendment rights to hold public rallies, parades, and marches, as well as their right to field political candidates.

<https://en.wikipedia.org>

Ex. 4. Identify which organization (Boko Haram, KKK or both) may be characterized as follows:

1. used violence to achieve their aims;
2. first emerged over 150 years ago;
3. initially targeted its actions against people of a different race;
4. was initially based on strict religious principles;
5. had a specific uniform to intimidate their victims;
6. is fundamentally opposed to Western education;
7. is currently made up of multiple small groups;
8. killed more people than any other terrorist group in 2015;
9. has an unknown number of members;
10. uses a lot of suicide bombers to commit their attacks.

*To check your answers, go to Answer Keys page: **Unit 9.***

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 5. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) relics	11) turmoil	21) rampant
2) hate groups	12) crack down on smb/smith	22) scarce
3) a rally	13) a huge swathe of territory	23) rife
4) to ignite the flame	14) to become affiliated with	24) at a staggering pace
5) to thrive	15) to surpass smb/smith	25) intervention
6) resurge – resurgent	16) to be backed by smb	26) ambush
7) Grand Dragon *	17) to form a task force	27) green Berets
8) infamous	18) to push smb out	28) step up the presence
9) to dwindle	19) to raid local villages	29) drone strikes
10) Post traumatic stress disorder (PTSD)	20) ungoverned territory	

* *one of KKK titles*

Ex. 6. What information do you think will be given about the modern day KKK? Make a list of 5 points which might be covered in the video, e.g. the states where the group is still active, the number of members, etc.

Ex. 7. Watch the video “[Inside the New KKK](#)” and see if the points you described in Exercise 6 are mentioned in it. Note down what information is given about them.

Ex. 8. Watch the video again and say if the following sentences are True or False. Correct the False sentences.

1. The number of hate groups has decreased in the last decade.
2. The rituals the new KKK uses are quite new.
3. It is relatively easy for outsiders to become a member of the KKK.
4. The KKK members know each other very well.
5. The new KKK fights for racial segregation.
6. The territory of Mississippi and Alabama was not affected by the activities of the KKK.
7. It is believed that Barac Obama’s election as President of the United States contributed to the increase in the number of the KKK members.
8. In the late 80s the number of the KKK members increased dramatically while at the current time their membership is falling.
9. The KKK does not pose any danger to society.
10. The journalist does not get to meet the Grand Dragon’s family.

*To check your answers, go to Answer Keys page: **Unit 9.***

Ex. 9. Watch the second video “[How Islamist Militant Groups are Gaining Strength in Africa](#)” and say if the following sentences are True or False. Correct the False sentences using information from the video.

1. ISIS and Al-Qaeda operate in the Middle East only.
2. Nigeria is the most populated African country.
3. There is a dramatic difference between the southern and northern parts of Nigeria.
4. Boko Haram appeared in southern Nigeria.
5. The group attracted international attention after it abducted several hundred children.
6. Boko Haram killed fewer people than ISIS.
7. 5 African countries in cooperation with France, the UK and the US managed to completely eradicate Boko Haram.

8. Lack of government control helped the group to move further into Nigeria and Niger.
9. The Sahel is a narrow band of territory that stretches across southern Africa.
10. It is possible to combat terrorism only by means of military actions.

To check your answers, go to Answer Keys page: Unit 9.

IV. MODELLING OPINION

Ex. 10. Decide whether you agree with the following quotations or not. Explain your position.

1. “From pacifist to terrorist, each person condemns violence – and then adds one cherished case in which it may be justified.” *Gloria Steinem*
2. “The Europeans and Americans have said the martyrdom operations are why Hamas has been put on the terrorist list. But now these operations have stopped. Did they then remove Hamas from the list of terrorist organizations? We do not launch wars. We are people resisting occupation.” *Ismail Haniyeh*
3. “The most successful terrorist group in the United States for almost 70 years was the Ku Klux Klan. They hated Catholics, Jews, and blacks. They were prone to violence.” *Pete Hamill*
4. “Any government that supports, protects or harbors terrorists is complicit in the murder of the innocent and equally guilty of terrorist crimes.” *George W. Bush*
5. “We have to fight all terrorist groups, and not arm one to fight another.” *Recep Tayyip Erdogan*

Ex. 11. Discuss the following questions in pairs. Work out a project plan for each of them.

- Can modern day KKK be considered a terrorist group? Does it pose a real threat to society? Should the government crack down on its activities?
- Is it possible to eradicate such organizations as Boko Haram? How can it be done?
- How can you define if the terrorist organization retains the capability and the intent to engage in terrorist activities?

Ex. 12. Skim through the information from BACKGROUND READING and IN-DEPTH LOOK AT THE ISSUE sections once again and find some differences and similarities between the terrorist groups you have read about. Make a mind map of the points which can be used to describe a terrorist group.

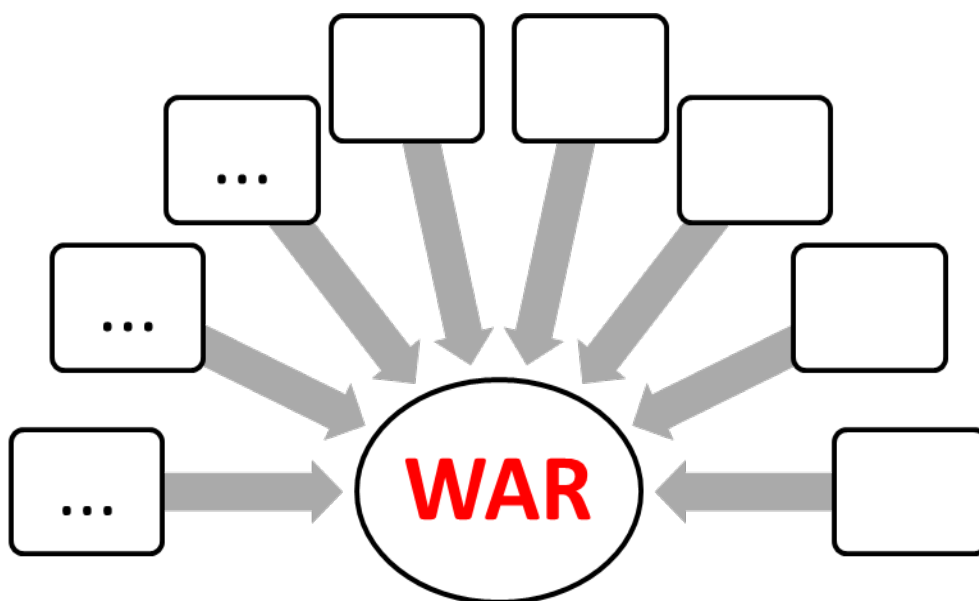
Ex. 13. Using the mind map you’ve done in Task 12, find some information about a terrorist group which currently poses a threat either locally or globally. Make a presentation about it to your group.

UNIT 10

IS WAR OVER?

I. ANTICIPATING THE ISSUE

Ex. 1. Make a list of associations that come to your mind when you hear the word **WAR**. Are they mostly positive / negative / neutral? Why? Are there any possible *positive* outcomes of wars?



Ex. 2. What is war? How would you define it? Compare your variant with the definitions presented in www.definitions.net.

Ex. 3. What are the reasons of wars? Make a list of them.

II. BACKGROUND READING

Ex. 4. Read the text and compare your list in Exercise 3 with the author's opinion.

THE 8 MAIN REASONS FOR WAR (abridged)

Paul Goodman
Updated on May 1, 2018

What Is a War?

A war is typically fought by a country or group of countries against an opposing country with the aim of achieving an objective through the use of force. Wars can also be fought within a country in the form of a civil or revolutionary war.

According to the Oxford English Dictionary, “war” is defined as:

1. A state of armed conflict between different countries or different groups within a country.
2. A state of competition or hostility between different people or groups.
3. A sustained campaign against an undesirable situation or activity.

Wars have been a part of human history for thousands of years and have become increasingly destructive as industrialization and technology continues to advance.

What Is the Cause of Conflict?

There is rarely one single, clear cause of conflict and, ultimately, war. The causes of a war are usually numerous, and several reasons for a conflict can be intertwined in a complicated way.

1. Economic Gain

Often wars are caused by one country’s wish to take control of another country’s wealth. Whatever the other reasons for a war may be, there is almost always an economic motive underlying most conflicts, even if the stated aim of the war is presented to the public as something more noble.

In pre-industrial times, the gains desired by a warring country might be precious materials such as gold and silver, or livestock such as cattle and horses.

In modern times, the resources that are hoped to be gained from war take the form of things like oil, minerals, or materials used in manufacturing.

2. Territorial Gain

A country might decide that it needs more land, either for living space, agricultural use, or other purposes. Territory can also be used as “buffer zones” between two hostile enemies.

Related to buffer zones are proxy wars. These are conflicts that are fought indirectly between opposing powers in a third country. Each power supports the side which best suits their logistical, military, and economic interests.

Proxy wars were particularly common during the Cold War.

3. Religion

Religious conflicts often have very deep roots. They can lie dormant for decades, only to re-emerge in a flash at a later date.

Religious wars can often be tied to other reasons for conflict, such as nationalism or revenge for a perceived historical slight in the past.

4. Nationalism

Nationalism in this context essentially means attempting to prove that your country is superior to another by violent subjugation. This often takes the form of an invasion.

Related to nationalism is imperialism, which is built on the idea that conquering other countries is glorious and brings honor and esteem to the conqueror.

Racism can also be linked to nationalism, as can be seen in Hitler’s Germany. Adolf Hitler went to war with Russia partly because the Russians (and eastern Europeans in general) were seen as Slavs, or a group of people who the Nazis believed to be an inferior race.

5. Revenge

Seeking to punish, redress a grievance, or simply strike back for a perceived slight can often be a factor in the waging of war. Revenge also relates to nationalism, as the people of a country which has been wronged are motivated to fight back by pride and spirit.

6. Civil War

These generally take place when there is sharp internal disagreement within a country. The disagreement can be about who rules, how the country should be run or the people's rights. These internal rifts often turn into chasms that result in violent conflict between two or more opposing groups.

Civil wars can also be sparked by separatist groups who want to form their own, independent country, or, as in the case of the American Civil War, states wanting to secede from a larger union.

7. Revolutionary War

These occur when a large section of the population of a country revolts against the individual or group that rules the country because they are dissatisfied with their leadership.

Revolutions can begin for a variety of reasons, including economic hardship amongst certain sections of the population or perceived injustices committed by the ruling group. Other factors can contribute too, such as unpopular wars with other countries. Revolutionary wars can easily descend into civil wars.

8. Defensive War

In the modern world, where military aggression is more widely questioned, countries will often argue that they are fighting in a purely defensive capacity against an aggressor, or potential aggressor, and that their war is therefore a "just" war. These defensive wars can be especially controversial when they are launched preemptively, the argument essentially being that: "We are attacking them before they inevitably attack us."

<https://owlcation.com/social-sciences/The-Main-Reasons-For-War>

Ex. 5. Link the following conflicts with their main reasons presented in the text above.

- The Crusades (1095 – 1291)
- Anglo-Indian Wars (1766 – 1849)
- World War I (1914 – 1918)
- Arab-Israeli War or "Six Day War" (1967 – 1988)
- Cold War (1947 – 1991)
- Korean War (1950 – 1953)
- French Revolution (1789 – 1799)
- War on Terror

*To check your answers, go to Answer Keys page: **Unit 10.***

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 6. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) indigenous (adj)	5) colonialism	9) logistics
2) major war	6) nasty (adj)	10) negotiated endings
3) to mobilize	7) to engage in war	11) warfare
4) to mutilate	8) insane brutality	12) vulture capitalism

Ex. 7. Do you think the modern world is getting more peaceful or more violent? What makes you think so? Watch the video “[Is war over?](#)” and see if your opinion correlates with the one presented in it.

Ex. 8. Watch the video again and complete the sentences with a word or an expression from the Vocabulary box above. Change the form of the word, if necessary.

1. The _____ of ISIS continues.
2. When two nations _____, they can _____ much bigger forces, have access to all of the state’s resources and _____ and almost all of the population.
3. _____ was much worse than _____ is today and it ended just two generations ago.
4. Violence committed against the _____ Congolese and the ruthless system of economic exploitation had killed about half of the population by 1908.
5. At the same time, _____ have jumped from 10 % to almost 40 %.
6. Millions of Congolese _____ and traumatized.
7. Until World War I, _____ was seen as an inevitable part of the human experience and as a valuable tool which you could use to achieve goals when diplomacy hit a brick wall.
8. If we don’t have one _____ in the next 75 years, we can be really confident that humanity is changing.
9. There are _____ conflicts going on in many places, but overall things are getting better.

*To check your answers, go to Answer Keys page: **Unit 10.***

Ex. 9. Match the words to make up word collocations. Provide the context for their usage in the video.

1) Active	a) out of fashion
2) huge	b) exploitation
3) colonial	c) a brick wall
4) to commit	d) opposition
5) to be going	e) war
6) to spark	f) rule
7) to hit	g) violence

To check your answers, go to Answer Keys page: Unit 10.

Ex. 10. Mark the sentences as True or False according to the video. Correct the False sentences.

1. The world's population is now at its peak as well as the number of wars being waged.
2. Very few current wars are active wars between countries.
3. Multinational corporations in the third world are as destructive as colonialism used to be.
4. It is unpopular for democracies to fight each other.
5. The break-up of the communist dictatorships relaxed old tensions between freed states.
6. Due to all positive changes we can really be confident that humanity is changing.

To check your answers, go to Answer Keys page: Unit 10.

Ex. 11. Answer the following questions.

1. What are the current conflicts going on in the world?
2. What are the indications of the peacefulness of the time we live in now?
3. Why is the impact of a war between nations or empires usually way greater than the one of a civil war?
4. What did the Belgium rule in Congo result in? When did it happen?
5. What is *vulture capitalism*? What is the impact of multinational companies in the third world countries?
6. Why have we transitioned from wars between nation states to wars within nation states?

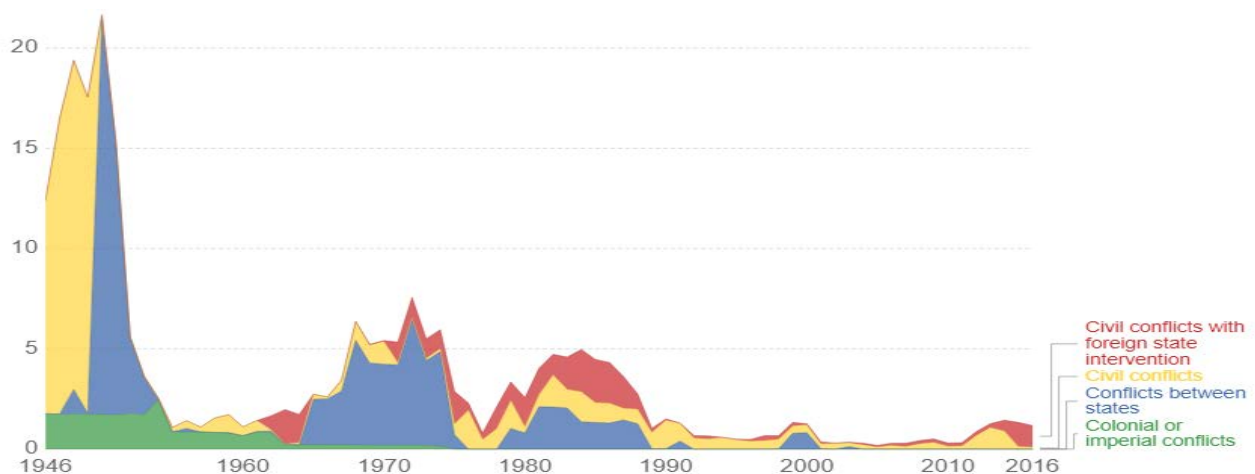
Ex. 12. What are the 4 reasons of why wars are getting out of fashion? Complete the table with the detailed explanation of all 4 reasons why wars are getting less popular.

Reason	Explanation
1.	
2.	
3.	
4.	

IV. MODELLING OPINION

Ex. 13. Consider the information you’ve got from the video and study the graph below. What trends does it reveal? Outline all the positive trends happening in the world right now. Can wars stop forever?

STATE-BASED BATTLE-RELATED DEATHS PER 100,000 SINCE 1946*



UCDP/PRIO www.ourworldindata.org

Ex. 14. Work on problem-solving. What should national governments do to prevent armed conflicts from happening?

* Only conflicts in which at least one party was the government of a state and which generated more than 25 battle-related deaths are included. The data refer to direct violent deaths per 100,000 of world population. Deaths due to disease or famine caused by conflict are excluded. Extra-judicial killings or custody are also excluded.

Ex. 15. Decide whether you agree with the following quotes or not. Explain your position.

1. “War is what happens when language fails.” *Margaret Atwood*
2. “Listen up – there’s no war that will end all wars.” *Haruki Murakami*
3. “Never think that war, no matter how necessary, nor how justified, is not a crime.”
Ernest Hemingway
4. “War does not determine who is right – only who is left.” *Bertrand Russell*
5. “Religion isn’t the cause of wars, it’s the excuse.” *Jasper Fford*
6. “War may sometimes be a necessary evil. But no matter how necessary, it is always an evil, never a good. We will not learn how to live together in peace by killing each other’s children.” *Jimmy Carter*

Ex. 16. Write a short essay (150 words) on the topic “Is the current trend of wars getting out of fashion just an anomaly or are we on the road to lasting peace?”

UNIT 11

THE TRUTH AND LIES BEHIND THE IRAQ WAR

I. ANTICIPATING THE ISSUE

Ex. 1. Check what you know about Iraq war doing a quiz.

QUIZ

A. Choose the appropriate answer.

- When did the Iraq war begin?
 - 1989;
 - 2001;
 - 2003;
 - 2009.
- When did Iraq war end?
 - 2011;
 - 2013;
 - it didn't;
 - 2015.
- Who was the leader of Iraq when the war was unleashed?
 - Osama bin Laden;
 - Saddam Hussain;
 - Muammar Gaddafi;
 - Hosni Mubarak.
- What was the name given to the US initial attack on Iraq?
 - blitzkrieg;
 - desert storm;
 - shock and awe;
 - overkill.
- Which of the following was not used to describe military warfare in Iraq?
 - humanitarian intervention;
 - Operation Iraqi Freedom;
 - II Persian Gulf war;
 - Operation Freedom's Sentinel.

B. Mark the statements according to your beliefs:

“True” – the statements which seem truthful about Iraq war;

“False” – the statements that you consider false.

- The United States gained little from the Iraq War.
- The Iraq war set back women's rights and reinvigorated racial Islamist militants.
- Iraq had weapons of mass destruction.
- Saddam Hussain was the leader of Al Qaida.
- The use of force in Iraq and subsequent intervention was authorized by the resolution of United Nations Security Council.
- Russia was involved in the Iraqi military conflict.
- The Iraq War led to widespread poverty and refugee crisis in this region.
- Saddam Hussain assisted the 9/11 attackers.
- President Bush's administration made false statements about Iraq's alleged threat to the United States.
- Oil was one of primary reasons of unleashing the war.
- 6 to 10 mln people around the world protested impending military action against Iraq. It was the biggest protest in human history.

*To check your answers, go to Answer Keys page: **Unit 11.***

II. BACKGROUND READING

Ex. 2. Read the following text and summarize it in 3–5 sentences.

The Baath Party ('renaissance' from Arabic) derived from the official founding congress in Damascus in 1947, inspired by the ideas of two French-educated Syrians Michel Aflaq (Greek Orthodox) and Salah ad Din al Bitar (Sunni Muslim). It was a secular party that based its ideology on socialism and pan-Arabic nationalism.

In Iraq the Baath was firstly a clandestine party, and its members were subject to arrest if their identities were discovered. They perpetrated several attempts to overthrow legal government and in July 1968, the Baath finally staged a successful coup. After the Baath takeover, Bakr became president of the regime, and he initiated programs aimed at the establishment of a "socialist, unionist, and democratic" Iraq.

In 1968 the Baath regime confronted a wide range of problems, such as ethnic and sectarian tensions, the stagnant condition of agriculture, commerce, and industry, the inefficiency and the corruption of government, and the lack of political consensus among the three main sociopolitical groups – the Shia Arabs, the Sunni Arabs, and the Kurds. Rivalry with Syria and with Egypt for influence within the Arab world and the frontier dispute with Iran also complicated the regime's efforts to build the nation.

Official Baath statements called for abandonment of traditional ways in favor of a new lifestyle fashioned on the principles of patriotism, national loyalty, collectivism, participation, selflessness, love of labor, and civic responsibility. These "socialist principles and practices" would be instilled by the party's own example, through the state educational system, and through youth and other popular organizations. The Baath particularly emphasized "military training" for youth; such training was considered essential for creating "new men in the new society" and for defending the republic from the hostile forces of Zionism, imperialism, anti-Arab chauvinism, rightists, opportunists, and reactionaries.

By the late 1980s, the party had succeeded in socializing a significant part of the national economy, including agriculture, commerce, industry, and oil. Large-scale industries such as iron, steel, and petrochemicals were fully owned and managed by the government, as were many medium-sized factories that manufactured textiles, processed food, and turned out construction materials. The Baath's efforts to create a unified Arab nation have been more problematic. The party has not abandoned its goal of Arab unity. This goal, however, has become a long-term ideal rather than a short-term objective.

As of early 1988, the Baath Party claimed about 10 percent of the population, a total of 1.5 million supporters and sympathizers; of this total, full party members, or cadres, were estimated at only 30,000, or 0.2 percent. The cadres were the nucleus of party organization, and they functioned as leaders, motivators, teachers, administrators, and watchdogs. From its early years, the Iraqi Baath recruited converts from a small number of college and high school students, intellectuals, and professionals.

Generally, party recruitment procedures emphasized selectivity rather than quantity, and those who desired to join the party had to pass successfully through several apprentice-like stages before being accepted into full membership.

The Baath's elitist approach derived from the principle that the party's effectiveness could only be measured by its demonstrable ability to mobilize and to lead the people, and not by "size, number, or form." Participation in the party was virtually a requisite for social mobility.

Theoretically, the Iraqi Regional Command made decisions about Baath Party policy based on consensus. In practice, all decisions were made by the party's secretary general, Saddam Hussain, who since 1979 had also been chairman of the RCC and president of the republic. He worked closely with a small group of supporters, especially members of the Talfah family from the town of Tikrit; he also dealt ruthlessly with suspected opposition to his rule from within the party.

In 1979 several high-ranking Baathists were tried and were executed for allegedly planning a coup; other prominent party members were forcibly retired in 1982. Saddam Hussain's detractors accused him of monopolizing power and of promoting a cult of personality.

<http://countrystudies.us/iraq/77.htm>

Ex. 3. Translate the following passage from Russian into English.

В 1970 – 1980-е годы благодаря экспорту нефти Кувейт превратился в одно из богатейших государств мира. Уровень жизни в этой стране был одним из самых высоких в мире. Однако отношения с соседями – Ираком и Саудовской Аравией (Saudi Arabia) – складывались непросто.

Из затяжной войны с Ираном Саддам Хусейн вышел с довольно серьезными потерями и разваливающейся страной. Для ее восстановления были необходимы рост цен на нефть и «маленькая победоносная война». 2 августа 1990 года, вскоре после окончания войны с Ираном, Саддам Хусейн оккупировал эмират. Ирак подавал вторжение в Кувейт как «оказание помощи народу, восставшему против режима». 7 августа марионеточное «Временное правительство свободного Кувейта» провозгласило Республику Кувейт и обратилось с просьбой о вхождении Кувейта в состав Ирака. Во главе государства был оставлен кузен Саддама Али Хасан аль-Маджид (Ali Hassan al-Majid), известный как «химический Али» вследствие того, что он очень любил применять химическое оружие против людей.

Эти события привели к перебоям нефтяных поставок импортерам кувейтской нефти. Пока СССР одобрял санкции и пытался утихомирить Саддама, Совбез ООН одобрил военную операцию. А в январе 1991 года США во главе международной коалиции инициировал военную операцию «Буря в пустыне». Продолжалась она недолго и закончилось довольно прискорбно для Саддама: Кувейт пришлось оставить. Тем не менее, просто так Саддам из Кувейта не ушел – он дал команду поджечь тысячу нефтяных скважин. Результатом этого стали колоссальные убытки, понесенные Кувейтом. Саддам Хусейн оказался в полной изоляции. А один из его главных союзников – Советский Союз – вскоре перестал существовать.

https://www.gazeta.ru/science/2015/08/02_a_7664517.shtml

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 4. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box		
1) build-up, n	6) contextualize	11) dismantle, v
2) separatist	7) take the presidency	12) disbound, v
3) insurgency	8) pave the path	13) disempower, v
4) refugee camp	9) topple, v	14) interim, adj
5) a false claim	10) misinform	15) at the consent of

Ex. 5. Watch the video “[The Iraq War: Causes and Ramifications](#)” and arrange the issues in the order of appearance.

- A. False claims in the media.
- B. Invasion of Kuwait and the first Gulf war.
- C. Life under sanctions.
- D. Reasons for Iraq war.
- E. The Baath Party ideology.
- F. Hope for a change.
- G. Mass immigration.
- H. The political order in Iraq before war.
- I. Life under occupation.

To check your answers, go to Answer Keys page: Unit 11.

Ex. 6. Watch the video once again to fill in the gaps with words and expressions from Vocabulary box.

1. It is very important to _____ the Iraq invasion in 2003.
2. Saddam Hussein coming to power and _____ of Iraq changed not only the history of Iraq but also even the ideas of the Baath Party.
3. In 2003 the Iraqi state and the regime _____.
4. Many people suffered Iraq invasion for any _____ anti-party activities.
5. The West used sanctions to _____ for the 2003 occupation _____ Iraqi people, because only when you have _____ tired hungry people who are dying and suffering only then will you be able to guarantee their acceptance or welcoming of an occupation.
6. The official reason that was given during the _____ to the Iraq war is that Iraq had weapons of mass destruction.

7. Debaathification _____ the society. When you _____ the entire Iraqi army in this blank collective punishment. Where would they go? Some of them had to find other ways including maybe joining _____.
8. During the 90s the first Gulf War led to a lot of Iraqi people leaving the country to _____.
9. The American public was simply _____. Iraq did not have weapon of mass destruction. That was _____.

To check your answers, go to Answer Keys page: **Unit 11.**

Ex. 7. Explain the following notions using the information from the video.

1. De-baathification.
2. Freedoms and democracies.
3. A vacuum of power.
4. The first Gulf war.
5. The Coalition Provisional Authority.
6. A divided zone.

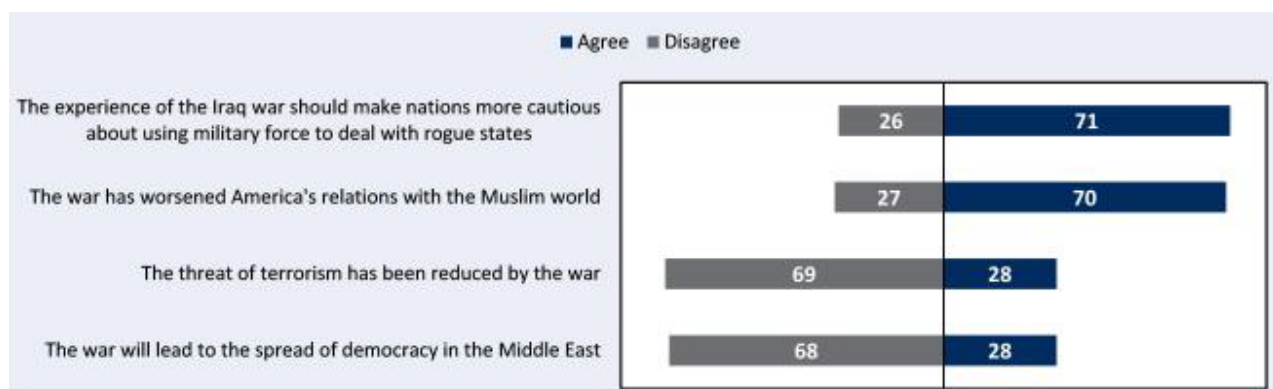
IV. MODELLING OPINION

Ex. 8. Compare the political and socio-economical situation in Iraq before and after war of 2003, using the information from the video.

Ex. 9. Go back to the Quiz (Exercise 1) and reconsider your choice of answer. Support your answers with facts and arguments from BACKGROUND READING and IN-DEPTH LOOK AT THE ISSUE sections.

Ex. 10. Study the graph that presents the opinion poll of Americans about the Iraq war and its consequences. Comment on each statement below and provide arguments for your opinion.

STATEMENTS ABOUT IRAQ WAR (%)



Ex. 11. The coverage of “the Iraq issue” became a source of controversy, as media outlets were accused of pro-war bias. Make a research and prepare a report about the role of media in unleashing Iraq war.

Ex. 12. Decide whether you agree with the following quotations or not. Explain your position.

1. “The Iraq war was the biggest issue for people of my generation in the West. It was also the clearest case in my living memory, of media manipulation and the creation of a war through ignorance.” *Julian Assange*
2. “Whatever one wants to say about the conduct of the Iraq War, going to war to remove Saddam Hussein in 2003 was a necessary act. It should and could have been done earlier, had not the Clinton White House, which understood the need, not wasted the opportunity through timidity and bluster.” *Arthur L. Herman*
3. “Of course the people don’t want war. But the people can be brought to the bidding of their leader. All you have to do is tell them they’re being attacked and denounce the pacifists for somehow a lack of patriotism and exposing the country to danger. It works the same in any country.” *H. Goering*
4. “The number of people killed by the sanctions in Iraq is greater than the total number of people killed by all weapons of mass destruction in all of history.” *Noam Chomsky*

Ex. 2. Make a list of the main functions of punishment. Compare your opinion with the diagram below. Explain what each punishment function means. Which of the functions described in the diagram does capital punishment fulfill?



www.slideplayer.com

II. BACKGROUND READING

Ex. 3. Read the following text and make a list of the major issues described in it.

CAPITAL PUNISHMENT

Capital punishment, also known as the death penalty, is a government-sanctioned practice whereby a person is killed by the state as a punishment for a crime. Crimes that are punishable by death are known as capital crimes or capital offences, and they commonly include offences such as murder, treason, espionage, war crimes, crimes against humanity and genocide. The term *capital* (lit. “of the head”, derived via the Latin *capitalis* from *caput*, “head”) in this context alludes to execution by beheading.

54 countries retain capital punishment (as of March, 2018), 105 countries have completely abolished it *de jure* for all crimes, 7 have abolished it for ordinary crimes (while maintaining it for special circumstances such as war crimes). 29 countries have abolished it *de facto*, namely, according to Amnesty International standards, that they have not executed anyone during the last decade or more and are believed to have a policy or established practice of not carrying out executions.

The United Nations General Assembly has adopted, in 2007, 2008, 2010, 2012 and 2014 non-binding resolutions calling for a global moratorium on executions, with a view to eventual abolition. Although most nations have abolished capital punishment, over 60 % of the world’s population live in countries where the death penalty is retained, such as China, India, the United States, Indonesia, Pakistan, Bangladesh, Nigeria, Egypt, Iran, etc.

In the USA capital punishment is currently used by 30 states, the federal government, and the military. The death penalty is used throughout the United States for certain federal crimes.

The United States is the only Western country currently applying the death penalty. It was the first country to develop lethal injection as a method of execution, which has since been adopted by five other countries. The Philippines has since

abolished executions, and Guatemala has done so for civil offences, leaving the USA one of 4 countries to use this method, along with China, Thailand, and Vietnam. Currently, lethal injection is the primary method of execution in all states which retain the death penalty but some states also use electrocution, lethal gas, hanging and firing squad as execution methods.

Since 1976 more than 7,800 defendants have been sentenced to death; of these, more than 1,400 have been executed (1,302 by lethal injection, 158 by electrocution, 11 by gas inhalation, 3 by hanging, and 3 by firing squad). A total of 161 who were sentenced to death in the modern era were exonerated before their execution. As of April, 1st, 2018, 2,743 are still on death row.

A study found that at least 34 of the 749 executions carried out in the U.S. between 1977 and 2001, or 4.5 %, involved “unanticipated problems or delays that caused, at least arguably, unnecessary agony for the prisoner or that reflect gross incompetence of the executioner”. The rate of these “botched executions” remained steady over the period. A study published in *The Lancet* in 2005 found that in 43 % of cases of lethal injection, the blood level of hypnotics in the prisoner was insufficient to ensure unconsciousness. Nonetheless, the Supreme Court ruled in 2008 and again in 2015 that lethal injection does not constitute cruel and unusual punishment.

The legal administration of the death penalty in the United States typically involves five critical steps:

- 1) prosecutorial decision to seek the death penalty;
- 2) sentencing;
- 3) direct review;
- 4) state collateral review;
- 5) federal habeas corpus.

Generally, the purpose of the collateral review is to permit the prisoner to challenge his sentence on grounds that could not have been raised reasonably at trial or on direct review. Most often, these are claims, such as ineffective assistance of counsel, which require the court to consider new evidence outside the original trial record, something courts may not do in an ordinary appeal. State collateral review is rarely successful in and of itself. Only around 6 percent of death sentences are overturned on state collateral review.

After a death sentence is affirmed in state collateral review, the prisoner may file for federal habeas corpus. The purpose of federal habeas corpus is to ensure that state courts, through the process of direct review and state collateral review, have done a reasonable job in protecting the prisoner’s federal constitutional rights. Prisoners may also use federal habeas corpus suits to bring forth new evidence that they are innocent of the crime, though to be a valid defense at this late stage in the process, evidence of innocence must be truly compelling. About 20 percent of death penalty cases are reversed through federal habeas corpus.

The Governor or President of the jurisdiction can unilaterally reduce or abrogate a death sentence, thus granting clemency.

All states allow news reporters to be execution witnesses for information of the general public, except Wyoming which allows only witnesses authorized by the condemned. Several states also allow victims’ families and relatives selected by

the prisoner to watch executions. An hour or two before the execution, the condemned is offered religious services and to choose his last meal (except in Texas which abolished it in 2011).

<https://en.wikipedia.org>

Ex. 4. Explain the following words and expressions from the text. Consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary.

- capital crimes
- crimes against humanity
- execution
- to abolish smth de jure/de facto
- non-binding resolution
- a global moratorium
- to retain the death penalty
- civil offences
- to overturn the sentence
- electrocution
- firing squad
- to be exonerated
- to be on death row
- to grant clemency
- collateral review
- habeas corpus
- compelling evidence
- to unilaterally abrogate a death sentence

Ex. 5. Answer the questions.

1. What is capital punishment? Why do you think it is called “capital”?
2. What countries currently use the death penalty?
3. What offences are usually punished by the death penalty?
4. What methods of execution are used in the countries with the death penalty?
5. What can go wrong during an execution?
6. What stages should a case do through before the death penalty can legally be administered?

III. IN-DEPTH LOOK AT THE ISSUE

Ex. 6. Make sure you understand the meaning and can define the following notions (consult RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS, if necessary).

Vocabulary box	
1) to call for the death penalty	9) to be on death row
2) to lock away	10) to appeal
3) to incarcerate	11) to trim smth
4) a deterrent	12) to opt for
5) to send a broad deterrent message	13) post-conviction relief
6) capital offenders	14) to release on parole
7) to plea bargain for smth	15) Habeas Corpus
8) a high incarceration rate	16) crimes of passion

Ex. 7. Watch both parts of the video “[Debate on the Death Penalty in the USA](#)” and make a list of arguments for the death penalty and against it.

Arguments for the death penalty	Arguments against the death penalty

Ex. 8. Watch the video again and say what the following words, numbers and expressions refer to:

Part 1.

- a) 1 / 3 – 18
- b) Massachusetts, New York, New Jersey
- c) the University of Colorado
- d) the University of Huston
- e) 1 / 18
- f) the US / per capita
- g) 3 mln / 1 mln

Part 2.

- a) Connecticut / appeals process
- b) 50 / Michael Ross/
- c) 500 000\$ / adequately review the case
- d) the death penalty / life behind bars/parole
- e) capital offenders / life in prison
- f) the families of those who have been killed / self-closure / nothing
- g) common law / a judge in your own case

Ex. 9. Explain how you understand the following quotations from the video.

Part 1.

1. This is the case which calls for the death penalty.
2. The capital punishment accomplishes nothing.
3. The public discourse is cheapened.
4. The death penalty gives the state the power it shouldn't have.
5. These guys don't sit back and make rational calculations.

Part 2.

1. Michael Ross would not have been executed had he not opted for death.
2. The state lacks the political will to kill more often than it does.
3. The death penalty is too easy for criminals.
4. The deterrent effect is just built into us.
5. It is self-indulgent nonsense.
6. An eye for an eye makes the whole world blind (Mahatma Gandhi).
7. Letting the state kill is not justice, it is savagery.

IV. MODELLING OPINION

Ex. 10. Decide whether you agree with the following quotes or not. Explain your position.

1. “As long as you have capital punishment, there is no guarantee that innocent people won’t be put to death.” *Paul Simon*
2. “Capital punishment is as fundamentally wrong as a cure for crime as charity is wrong as a cure for poverty.” *Henry Ford*
3. “Crimes against children are the most heinous crime. That, for me, would be a reason for capital punishment because children are innocent and need the guidance of an adult society.” *Clint Eastwood*
4. “Everybody believes that capital punishment is wrong, but when they look at certain cases, they’re quick to say, ‘Put them to death,’ or scream ‘capital punishment’.” *Jeff Lindsay*

Ex. 11. Divide into two groups. The first group should involve people who support the death penalty while the second group comprises those who are opposed to it. Work out arguments and find facts to justify your opinion. Conduct a debate in class to see which group can present more compelling arguments.

Ex. 12. Do some research on the question of the death penalty in Belarus. You might want to consider the following questions:

- What crimes are punished by death in our country?
- How many capital offenders have been executed in Belarus since it became an independent country?
- What executions methods are used in Belarus?
- What is the position of the European Union regarding the death penalty in Belarus?

Present the findings to your groupmates.

Ex. 13. Conduct an opinion poll among your groupmates on the death penalty issue. Think of 5–7 questions you might ask them (e.g., *What crimes should be punished by death?*, *Do you think the death penalty is a powerful deterrent?*, etc.). Ask about 10–15 people. Present the results of the poll to the other students of your group. Compare and discuss the questions and the answers received in response to them.

ANSWER KEYS

Unit 1.

Ex. 5.

1) d; 2) g; 3) a; 4) e; 5) f; 6) b; 7) c

Ex. 8.

1) trepidation; 2) sustenance; 3) betterments; 4) subsisted; 5) interlude; 6) plunge; 7) quintessential; 8) morose, glummer; 9) universal literacy; 10) gargantuan; 11) life expectancy.

Ex. 9.

1) d; 2) i; 3) h; 4) f; 5) c; 6) g; 7) l; 8) j; 9) b; 10) e.

Ex. 10.

	Earlier	Now
Life expectancy at birth	30	> 70
Poverty rate	90 %	< 10
Rate of war	22 per hundred	1.2 per hundred
Literacy rate	< 10%	>90 %
Housework time	60 hours a week	< 15 hours a week
Working hours	>60 hours a week	< 40 hours a week

Ex. 11.

1) True; 2) False; 3) False; 4) False; 5) False; 6) True; 7) False; 8) False.

Unit 2.

Ex. 8.

1) communicable disease; 2) to perpetuate; 3) to tackle a difficult problem; 4) live on benefits/on welfare/live off the state; 5) be a drain on national resources; 6) skive off school; 7) live below the poverty line; 8) satisfy the necessary criteria; 9) recruit from overseas; 10) benefit the economy.

Ex. 9.

Zimbabwean(s); Somali(s); Pole/Poles, Polish; Bengali(s); Pakistani(s); Portuguese; Indian(s); Filipino(s); Nigerian(s); Bangladeshi(s).

Ex. 10.

Part A. 1) False; 2) False; 3) True; 4) False; 5) True; 6) False; 7) False.

Part B. 1) True; 2) False; 3) True; 4) True; 5) True; 6) False.

Part C. 1) False; 2) True; 3) False; 4) False; 5) True; 6) True.

Ex. 11.

1) f; 2) e; 3) a; 4) h; 5) l; 6) n; 7) o; 8) i; 9) d; 10) m; 11) j; 12) g; 13) k; 14) b; 15) p; 16) c.

Unit 3.

Ex. 9.

1) to take up this mantle, prejudice; 2) assumptions; 3) tangible; 4) counterparts; 5) inadvertent; 6) muscly; 7) eclipsing.

Ex. 10.

1) f; 2) g; 3) b; 4) a; 5) c; 6) d; 7) e.

Ex. 11.

1) False; 2) True; 3) False; 4) False; 5) False; 6) False; 7) False; 8) True; 9) True.

Unit 4.

Ex. 4.

Muslim; Hindu; Jew; Buddhist; Protestant; atheist; Orthodox; Catholic; Anglican.

Ex. 7.

Hinduism, Judaism, Buddhism, Christianity, Islam.

Ex. 9.

Hinduism: avatar of Vishnu, cause and effect, dharma, karma, rebirth, samsara, escape the wheel, moksha;

Judaism: revolutionary concept, Jerusalem, the Book, symbolism, deep meanings, Tanakh, the Talmud, bar and bat mitzvah, assume responsibility;

Buddhism: Siddhartha, at the extremes, middle way, meditating, selfish craving, eight-step plan, reduce the suffering, the enlightened one;

Christianity: Promised Land, Gabriel, the living word of God, justice and mercy, heavenly father, forgiving, crucifixion, resurrection, baptism, Communion, Last supper;

Islam: Jibril, Allah, one who surrenders, the Five Pillars, Shahada, Salat, Zakat, Sawm, Ramadan, Hajj, make a pilgrimage, human corruption.

Ex. 10.

1) False; 2) True; 3) False; 4) True; 5) True; 6) False; 7) True; 8) True; 9) False; 10) False; 11) True; 12) False; 13) True; 14) False.

Unit 5.

Ex. 4.

1) False; 2) True; 3) True; 4) True; 5) True; 6) False; 7) True; 8) True.

Unit 8.

Ex. 5.

1) promote terrorism; 2) convergence of interests; 3) newsworthy content; 4) captivated audience; 5) a constituency of sympathizers; 6) prospective recruits; 7) a secondary by-product; 8) amplify a message; 9) confined boundaries; 10) elicit attention; 11) orchestrate; 12) core Jihadist tenets; 13) induce psychological dread; 14) vanguard movement; 15) media-savvy; 16) disproportionate framing/ distorted placement/ surfeit media coverage.

Ex. 6.

1) f; 2) e; 3) a; 4) c; 5) b; 6) d.

Ex. 7.

1) True; 2) True; 3) True; 4) False; 5) False; 6) True; 7) True; 8) False; 9) True; 10) True.

Unit 9.

Ex. 4.

1) both; 2) KKK; 3) KKK; 4) BH; 5) KKK; 6) BH; 7) KKK; 8) BH; 9) KKK; 10) BH.

Ex. 8.

1) True; 2) False; 3) False; 4) False; 5) True; 6) False; 7) True; 8) False; 9) False; 10) False.

Ex. 9.

1) False; 2) True; 3) True; 4) False; 5) True; 6) False; 7) False; 8) True; 9) False; 10) False.

Unit 10.

Ex. 5.

1) religion; 2) economic gain; 3) nationalism; 4) territorial gain; 5) defensive war; 6) civil war; 7) revolution; 8) revenge.

Ex. 8.

1) insane brutality; 2) engage in war, mobilise, logistics; 3) colonialism; vulture capitalism; 4) indigenous; 5) negotiated endings; 6) were mutilated; 7) warfare; 8) major war; 9) nasty.

Ex. 9.

1) e; 2) b; 3) f; 4) g; 5) a; 6) d; 7) c.

Ex. 10.

1) False; 2) False; 3) False; 4) True; 5) False; 6) False.

Unit 11.

Ex. 1.

A. 1) c; 2) c; 3) b; 4) c; 5) d.

B. 1) True; 2) True; 3) False; 4) False; 5) False; 6) False; 7) True; 8) False; 9) True; 10) True\False; 11) True.

Ex. 5.

1) H; 2) E; 3) B; 4) C; 5) D; 6) F; 7) I; 8) G; 9) A.

Ex. 6.

1) contextualize; 2) taking the presidency; 3) was toppled; 4) separatist; 5) pave the way, at the consent of, disempowered; 6) build-up; 7) dismantled, disband, insurgency; 8) refugee camps; 9) misinformed, a false claim.

RECOMMENDED DICTIONARIES AND ENCYCLOPEDIAS

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5. The Free dictionary: <http://thefreedictionary.com>
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8. Oxford dictionary: <https://en.oxforddictionaries.com>
9. Vocabulary: <https://www.vocabulary.com>
10. Wordnik: <https://www.wordnik.com>
11. Wikipedia: <https://en.wikipedia.org>

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